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ABSTRACT

This is the seventh annual report on minority, female, and disabled students and staff in Illinois higher education, submitted under a legislative mandate. The main body of the report is divided into three sections. The first presents trends and the most recent enrollment, employment, and degree completion data for these students at public universities, community colleges, and private schools. Black enrollment at the undergraduate level increased slightly in 1993, with a slight increase at the graduate level also. The growth in Hispanic enrollment is somewhat greater, with a 4.5% increase from 1992 to 1993. The second section, "Efforts To Improve Representation," describes major statewide and institutional initiatives that have occurred in the past year and describes the results of studies related to underrepresented groups. The third section considers public college and university efforts in Illinois to improve the retention of undergraduate students from underrepresented groups. Three appendixes present material on specific program activities as reported by individual schools, an annotated bibliography of 11 sources, a list of programs, and tables to supplement the text. (Contains 34 figures, 3 text tables, and 24 appendix tables.) (SLD)

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ED 401 364

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

REPORT TO THE GOVERNOR AND GENERAL ASSEMBLY ON UNDERREPRESENTED GROUPS IN PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN ILLINOIS

U.S. DEPARTMENT OF EDUCATION
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STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

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INTRODUCTION

This is the seventh annual report on minority, female, and disabled students and staff in Illinois higher education. The report is submitted in accordance with Public Act 85-283 and subsequent legislation that direct the Illinois Board of Higher Education to report annually to the Governor and General Assembly on underrepresented groups. Under this legislation, public colleges and universities are to develop plans and implement strategies to increase the participation and advancement of minorities, women, and disabled students and staff. Institutions also are to report annually to the Illinois Board of Higher Education on efforts to implement plans and strategies. The Board is charged with studying the effectiveness of institutional methods for increasing representation and monitoring the success of underrepresented groups at public institutions. Information in the report comes from two sources: Board of Higher Education data systems, surveys, and reports; and reports submitted each October by public universities and community colleges to the Board of Higher Education.

The main body of this report is divided into three sections. The first section, "Trends in Representation", presents trends and the most recent enrollment, employment and degree completion data for minority, female, and disabled students and staff at public universities, community colleges, and private institutions. The second section, "Efforts to Improve Representation", describes major statewide and institutional initiatives that have occurred in the past year and also describes the results of studies and program reviews of units serving underrepresented groups. Each year this report focuses on a few topics of particular interest for improving students and staff representation. This year's topics are presented in the third section of this report and examine public college and university efforts to improve the retention of undergraduate students from underrepresented groups.

The appendices contain reference material on underrepresented students and staff. Appendix I presents summaries of program activities and the progress of underrepresented groups as reported by individual public universities and community colleges. Appendix II contains an annotated bibliography of relevant Board of Higher Education reports issued in 1994 and a list of programs serving underrepresented groups that public institutions reviewed this past year. Appendix III offers tables with information that supplement the text.

TRENDS IN REPRESENTATION

Trends in Enrollment

Minority Students

The sections below present information about Black and Hispanic enrollment. This information has been highlighted because of the degree of Black and Hispanic underrepresentation in higher education and the size of these minority populations in Illinois, as shown in Figures A and B. The tables in Appendix III present enrollment and degree data on other racial/ethnic groups. In the graphs on the following pages, the year 1986 has been selected as the base year since 1986 was the first year that the Board of Higher Education collected enrollment data according to types of community college programs. Separating out precollegiate and continuing education enrollment at community colleges permits the aggregation of undergraduate enrollment for all higher education sectors.

Black Students

In fall 1993, total Black undergraduate and graduate/professional enrollment at Illinois colleges and universities increased slightly by 0.6 percent, the fifth consecutive year in which total Black enrollment rose. As in recent years, Black enrollment grew at the graduate/professional level. Undergraduate enrollment decreased this past year because of declines at both community colleges and private institutions. In part, the decrease in Black undergraduate enrollment reflects the 9.6 percent decline in the number of Black students that have graduated from Illinois public high schools from 1986 to 1993. Since 1986, total Black undergraduate and graduate/professional enrollment has increased by 9.9 percent.

Major developments this past year include . . .

- *Total Black undergraduate and graduate/professional enrollment* increased by 0.6 percent from 72,112 in fall 1992 to 72,557 in fall 1993, as shown in Figure C; and remained at slightly less than 12 percent of total enrollment, as shown in Figure D.

- *Black undergraduate enrollment* decreased by 0.3 percent from 64,418 in fall 1992 to 64,236 in fall 1993, as shown in Figure E.

- *Black graduate/professional enrollment* increased by 8.1 percent from 7,694 in fall 1992 to 8,321 in fall 1993, as shown in Figure F.

- *Black enrollment at public universities* increased by 3.8 percent from 23,444 in fall 1992 to 24,338 in fall 1993, as shown in Table A and Figure G. Eight of 12 public universities had increases in Black enrollment. The largest enrollment growth occurred at Chicago State University. The largest percentage increase in enrollment occurred at Governors State University.

- *Black enrollment at private institutions* increased by 1.6 percent from 18,474 in fall 1992 to 18,774 in fall 1993, as shown in Figure H.

- *Black undergraduate enrollment at community colleges* decreased by 2.5 percent from 30,194 in fall 1992 to 29,445 in fall 1993, as shown in Figure I. *Black student transfers* from community colleges to four-year institutions increased by 4.8 percent, as shown in Figure J.

REPRESENTATION OF BLACK AND HISPANIC STUDENTS AT VARIOUS EDUCATIONAL LEVELS, 1993

Figure A
Black Representation

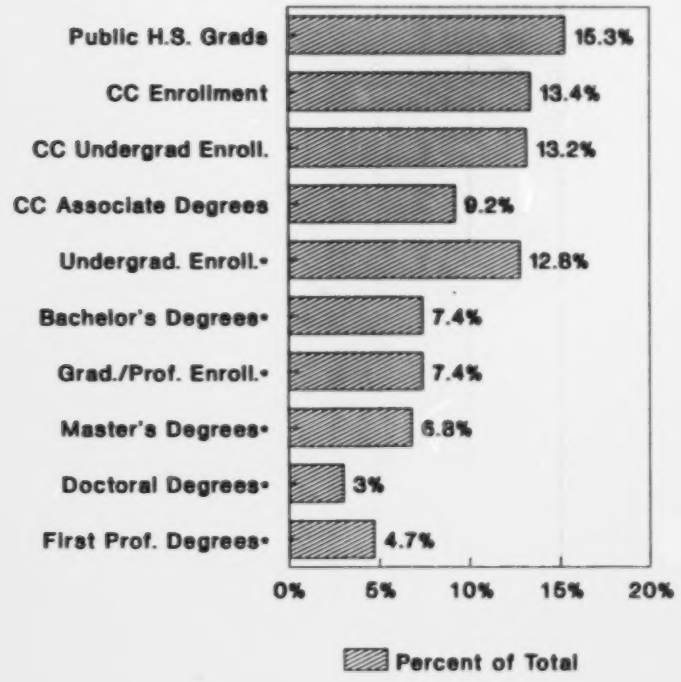
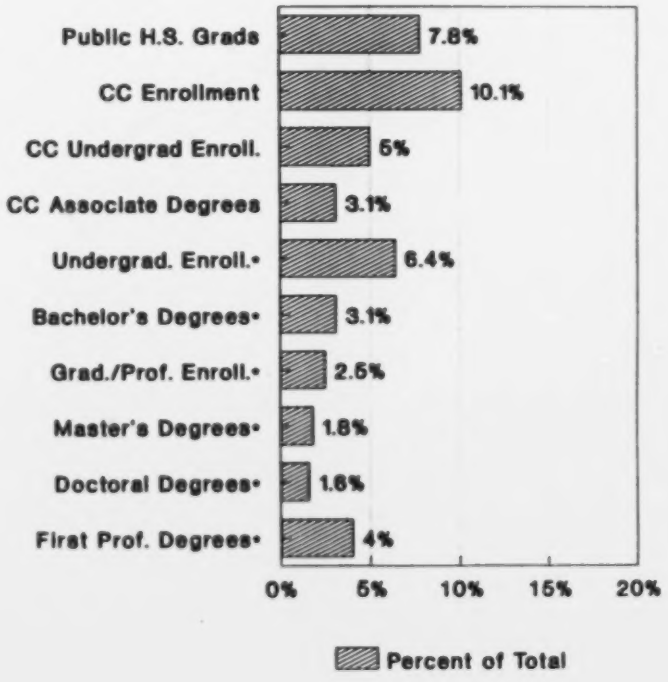


Figure B
Hispanic Representation



• All Illinois public and private four-year institutions

Note: Blacks represent 14.6 and Hispanics 7.9 percent of Il. population (1990 Census)

BLACK HIGHER EDUCATION ENROLLMENT IN ILLINOIS, 1986-93

Figure C
Total Number of Black Students•

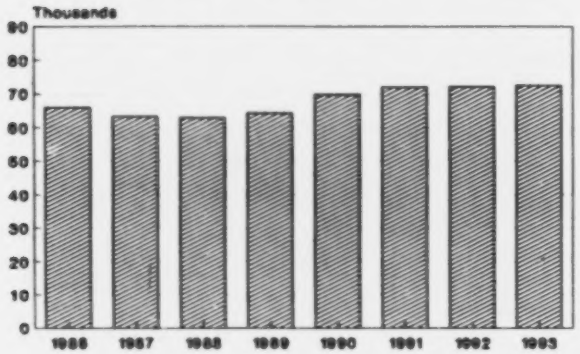


Figure D
Blacks as a Proportion of Total•

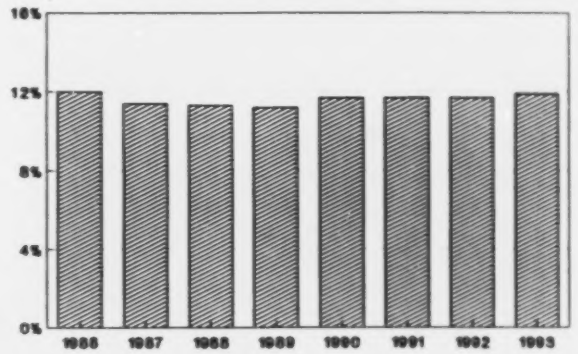


Figure E
Black Undergraduate Students

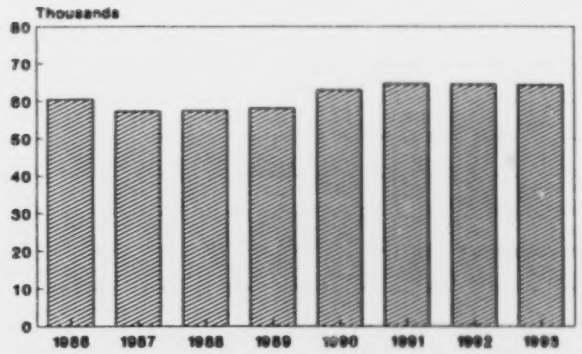
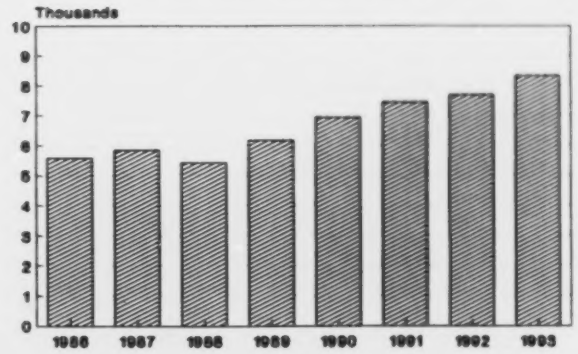


Figure F
Black Graduate/Professional Students



• Does not include continuing and adult education enrollment at community colleges

BLACK PARTICIPATION, BY SECTOR, 1986-93

Figure G
Black Public University Students

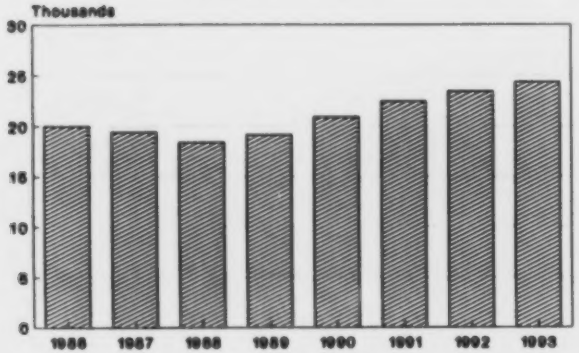


Figure H
Black Private Institution Students

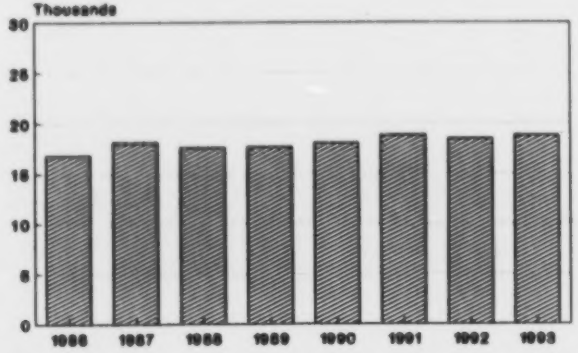
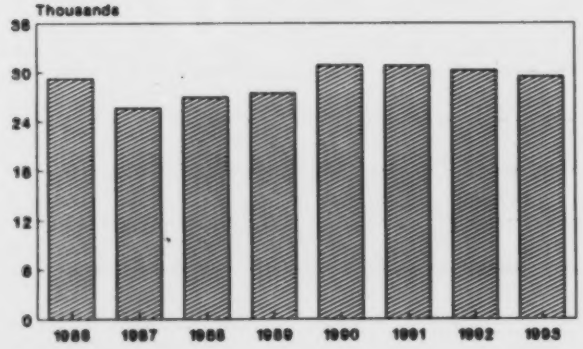
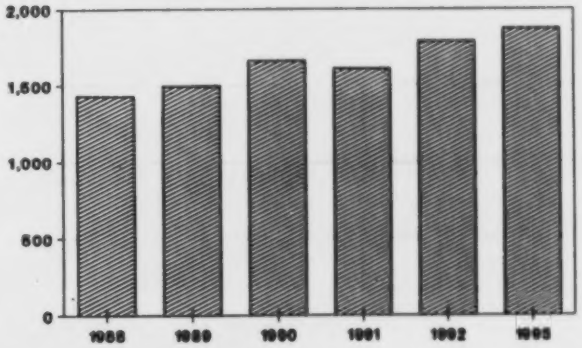


Figure I
Black Community College Students•



• Undergraduate Students

Figure J
Black Community College Transfers•



• Transfers to Four-Year Institutions

Table A

ONE-YEAR, FIVE-YEAR, AND TEN-YEAR CHANGES IN BLACK ENROLLMENT AT ILLINOIS PUBLIC UNIVERSITIES

	Enrollment		1 Year Change		Enrollment		5 Year Change		Enrollment		10 Year Change	
	1992	1993	Number	Percent	1988	1993	Number	Percent	1983	1993	Number	Percent
Board of Governors												
Chicago State University	7,382	8,126	744	10.1 %	5,076	8,126	3,050	60.1 %	5,978	8,126	2,148	35.9 %
Eastern Illinois University	583	565	(18)	(3.1)	518	565	47	9.1	463	565	102	22.0
Governors State University	1,027	1,131	104	10.1	875	1,131	256	29.3	795	1,131	336	42.3
Northeastern Illinois University	1,210	1,178	(32)	(2.6)	1,050	1,178	128	12.2	1,307	1,178	(129)	(9.9)
Western Illinois University	1,104	1,049	(55)	(5.0)	977	1,049	72	7.4	963	1,049	86	8.9
Total	11,306	12,049	743	6.6	8,496	12,049	3,553	41.8	9,506	12,049	2,543	26.8
Board of Regents												
Illinois State University	1,507	1,534	27	1.8	1,051	1,534	483	46.0	1,325	1,534	209	15.8
Northern Illinois University	1,621	1,641	20	1.2	1,195	1,641	446	37.3	1,143	1,641	498	43.6
Sangamon State University	266	304	38	14.3	219	304	85	38.8	167	304	137	82.0
Total	3,394	3,479	85	2.5	2,465	3,479	1,014	41.1	2,635	3,479	844	32.0
Southern Illinois University												
Carbondale	2,526	2,551	25	1.0	2,220	2,551	331	14.9	2,099	2,551	452	21.5
Edwardsville	1,642	1,553	(89)	(5.4)	1,268	1,553	285	22.5	1,238	1,553	315	25.4
Total	4,168	4,104	(64)	(1.5)	3,488	4,104	616	17.7	3,337	4,104	767	23.0
University of Illinois												
Chicago	2,389	2,452	63	2.6	2,165	2,452	287	13.3	2,559	2,452	(107)	(4.2)
Urbana/Champaign	2,187	2,254	67	3.1	1,804	2,254	450	24.9	1,186	2,254	1,068	90.1
Total	4,576	4,706	130	2.8	3,969	4,706	737	18.6	3,745	4,706	961	25.7
Total Black Enrollment	23,444	24,338	894	3.8	18,418	24,338	5,920	32.1	19,223	24,338	5,115	26.6

Source: IBHE Fall Enrollment Survey

- *Black undergraduate and graduate/professional male enrollment* decreased slightly in the past year from 26,386 in fall 1992 to 26,361 in fall 1993. Black representation in higher education remains heavily female as males account for less than 40 percent of total Black enrollment at community colleges, public universities, and private institutions.

Hispanic Students

This past year, total Hispanic undergraduate and graduate/professional enrollment again showed significant growth increasing by 4.5 percent. In contrast to recent years, enrollment growth was greatest at the graduate/professional level increasing by 9.1 percent. Undergraduate Hispanic enrollment increased by 4.1 percent. Since 1986, Hispanic enrollment at Illinois colleges and universities has increased by 71.5 percent.

Major developments this past year include . . .

- *Total Hispanic undergraduate and graduate/professional enrollment* increased by 4.5 percent from 30,022 in fall 1992 to 31,385 in fall 1993, as shown in Figure K; and increased to five percent of total enrollment as shown in Figure L.

- *Hispanic undergraduate enrollment* increased by 4.1 percent from 27,418 in fall 1992 to 28,545 in fall 1993, as shown in Figure M.

- *Hispanic graduate/professional enrollment* increased by 9.1 percent from 2,604 in fall 1992 to 2,840 in fall 1993, as shown in Figure N.

- *Hispanic enrollment at public universities* increased by 7.6 percent from 8,424 in fall 1992 to 9,065 in fall 1993, as shown in Table B and Figure O. Hispanic enrollment grew at 11 of 12 public universities. The largest enrollment increase occurred at the University of Illinois at Chicago. The largest percentage increase in enrollment occurred at Eastern Illinois University.

- *Hispanic enrollment at private institutions* increased by 7.2 percent from 10,522 in fall 1992 to 11,278 in fall 1993, as shown in Figure P.

- *Hispanic undergraduate enrollment at community colleges* decreased by 0.3 percent from 11,076 in fall 1992 to 11,042 in fall 1993, as shown in Figure Q. *Hispanic student transfers* from community colleges to four-year institutions increased by 7.0 percent, as shown in Figure R.

Female Students

In Illinois higher education, female enrollment exceeds male enrollment. In fall 1993, 409,655 females represented 55.3 percent of total higher education enrollment compared with 330,550 males who represented 44.7 percent. Despite high levels of female enrollment, historically, a decline in female representation occurs in professional and doctoral programs, as well as in science, mathematics, and engineering programs. In recent years, these traditionally low rates of female participation have raised equity and occupational supply issues. In particular, it is advocated that the quality and number of persons entering science, mathematics, and engineering disciplines will need to increase if the nation and state are to improve economic growth and productivity. White males, who traditionally have accounted for a high proportion of new entries into science, mathematics, and engineering occupations, will be unable to meet this need because they represent a declining proportion of the population--a consequence of a decrease in White birth rates after the baby boom years.

This past year, the percent of female students increased at most educational levels. Over the past decade, female representation at Illinois colleges and universities has increased annually. These decade-long increases have occurred at all degree levels at public universities, community colleges, and

HISPANIC HIGHER EDUCATION ENROLLMENT IN ILLINOIS, 1986-93

Figure K
Total Number of Hispanic Students•

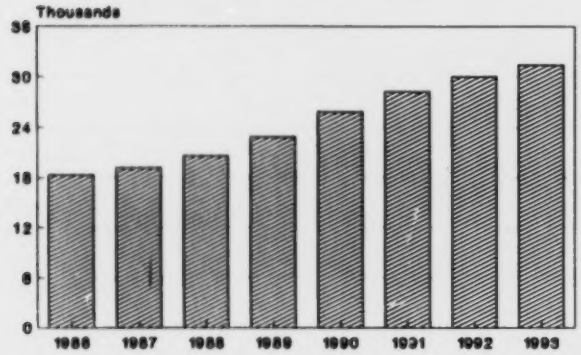


Figure L
Hispanics as a Proportion of Total•

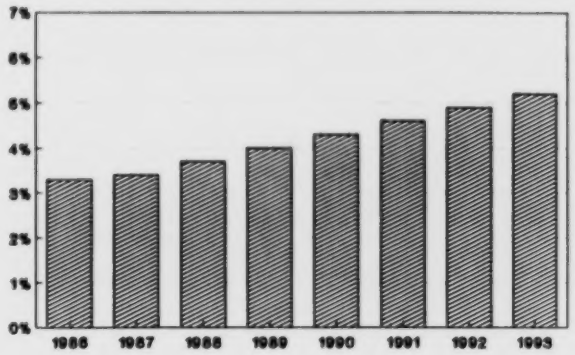


Figure M
Hispanic Undergraduate Students

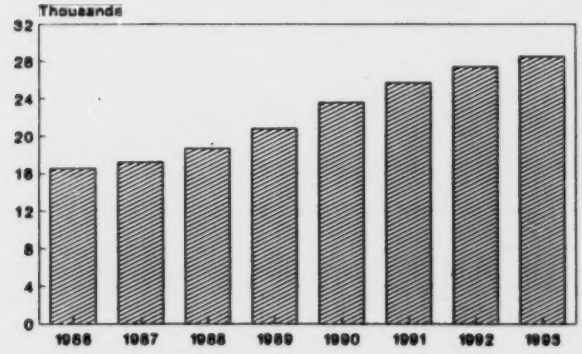
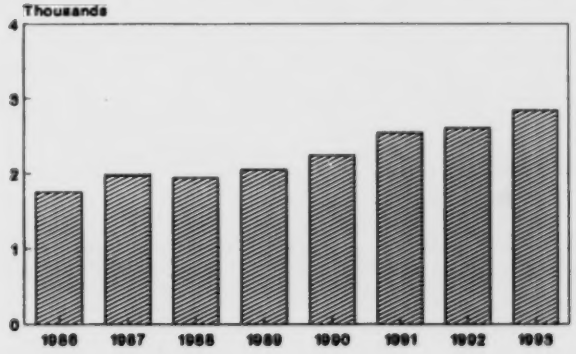


Figure N
Hispanic Graduate/Professional Students



• Does not include continuing and adult education enrollment at community colleges

HISPANIC PARTICIPATION, BY SECTOR, 1986-93

Figure O
Hispanic Public University Students

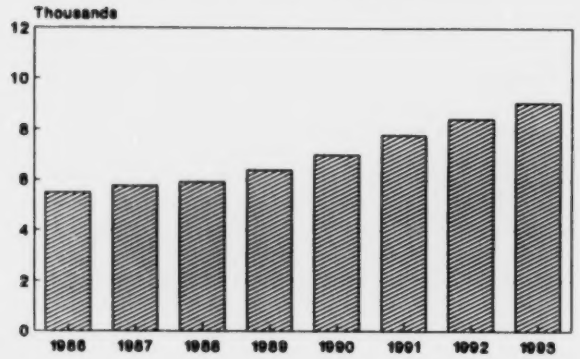


Figure P
Hispanic Private Institution Students

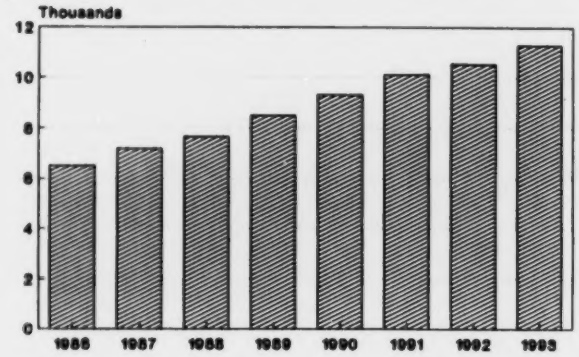
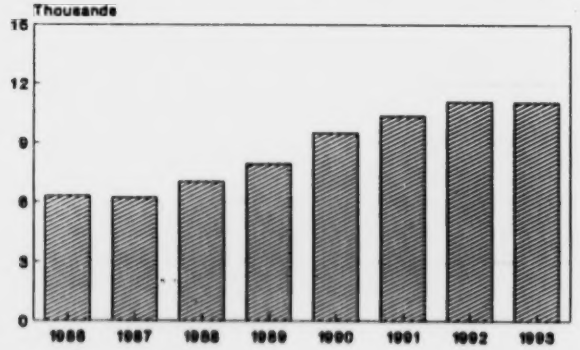
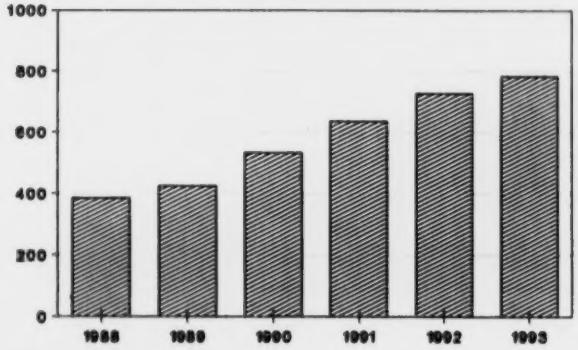


Figure Q
Hispanic Community College Students•



• Undergraduate Students

Figure R
Hispanic Community College Transfers•



• Transfers to Four-Year Institutions

Table B

ONE-YEAR, FIVE-YEAR AND TEN-YEAR CHANGES IN HISPANIC ENROLLMENT AT ILLINOIS PUBLIC UNIVERSITIES

	Enrollment		1 Year Change		Enrollment		5 Year Change		Enrollment		10 Year Change	
	1992	1993	Number	Percent	1988	1993	Number	Percent	1983	1993	Number	Percent
Board of Governors												
Chicago State University	305	330	25	8.2 %	163	330	167	102.5 %	184	330	146	79.3 %
Eastern Illinois University	118	160	42	35.6	75	160	85	113.3	58	160	102	175.9
Governors State University	124	154	30	24.2	92	154	62	67.4	115	154	39	33.9
Northeastern Illinois University	1,540	1,580	40	2.6	1,175	1,580	405	34.5	1,064	1,580	516	48.5
Western Illinois University	245	265	20	8.2	169	265	96	56.8	143	265	122	85.3
Total	2,332	2,489	157	6.7	1,674	2,489	815	48.7	1,564	2,489	925	59.1
Board of Regents												
Illinois State University	371	417	46	12.4	200	417	217	108.5	173	417	244	141.0
Northern Illinois University	851	915	64	7.5	532	915	383	72.0	357	915	558	156.3
Sangamon State University	35	34	(1)	(2.9)	19	34	15	78.9	14	34	20	142.9
Total	1,257	1,366	109	8.7	751	1,366	615	81.9	544	1,366	822	151.1
Southern Illinois University												
Carbondale	486	491	5	1.0	415	491	76	18.3	245	491	246	100.4
Edwardsville	123	128	5	4.1	90	128	38	42.2	68	128	60	88.2
Total	609	619	10	1.6	505	619	114	22.6	313	619	306	97.8
University of Illinois												
Chicago	2,732	2,984	252	9.2	2,005	2,984	979	48.8	1,715	2,984	1,269	74.0
Urbana/Champaign	1,494	1,607	113	7.6	964	1,607	643	66.7	561	1,607	1,046	186.5
Total	4,226	4,591	365	8.6	2,969	4,591	1,622	54.6	2,276	4,591	2,315	101.7
Total Hispanic Enrollment	8,424	9,065	641	7.6	5,899	9,065	3,166	53.7	4,697	9,065	4,368	93.0

Source: IBHE Fall Enrollment Survey

private institutions. Figure T shows that there have been steady increases, in particular, in professional and doctoral female enrollment.

Minority and Female Employees

Data on minority and female employees at institutions of higher education are collected biennially by the Board of Higher Education as part of the federal Integrated Post Secondary Education Data System (IPEDS). Tables 16 and 17 in Appendix III summarize information from the most recent survey.

Table 16 shows the racial/ethnic background of male and female full-time employees at community colleges, public universities, and private institutions. The table indicates that for Blacks but not Hispanics, staff representation at institutions of higher education is comparable to representation in the general population. In addition, females comprise more than half of all employees in all three higher education sectors. However, as discussed below, Black and female representation is not evenly distributed and is lower in faculty and executive positions.

Table 17 shows trends in staff representation among various employee categories at public universities from fall 1981 to fall 1993. The table indicates that female representation among all public university staff increased during this period, as did female representation in executive, professional, and faculty positions. For example, females represented 24.0 percent of all faculty in 1981 and 31.3 percent of all faculty in 1993. Females comprised 25.3 percent of all executive positions in fall 1981 and 40.0 percent of these public university positions in fall 1993.

Table 17 also shows that only limited progress has occurred in minority staff representation at public universities. Black representation showed improvement in executive and professional positions, and a decline in clerical and all other occupations. Some improvement has occurred in the number of Black faculty who increased from 3.2 percent of all public university faculty in 1989 to 4.3 percent of all public university faculty in 1993. Nevertheless, Black faculty representation remains very low. Hispanics represent less than three percent of public university employees, and few occupational categories exhibited meaningful improvement in Hispanic representation from 1981 to 1993. Information on institutional efforts to improve faculty representation is presented later in this report.

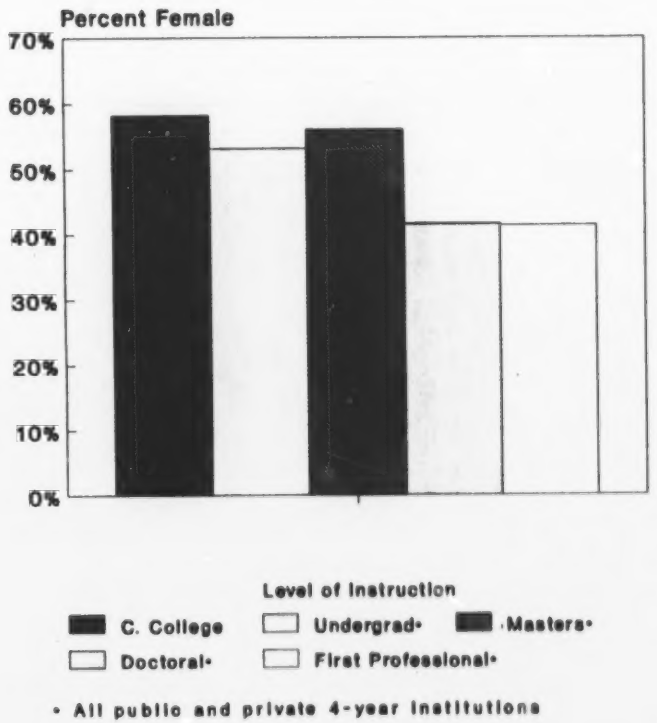
Students with Disabilities

Public higher education institutions in Illinois enroll significant numbers of students with disabilities. These students include those who are visually impaired, hearing impaired, mobility impaired, speech impaired, learning disabled, or affected by chronic health and other problems so as to require special institutional assistance. Public institutions offer these students an extensive array of services to enable them to participate more fully in educational and non-educational programs. Services include academic support, such as interpreting for the deaf and book taping for the blind; student support, such as advising, counseling, and vocational assessment; and assistance in facilitating access to campus buildings.

Table 18 in Appendix III presents information on the enrollment of students with disabilities at individual public universities and community colleges. These enrollment figures are from the annual institutional reports on underrepresented groups submitted to the Board of Higher Education and are either institutional estimates of the total disabled population or counts of the number of students who receive services from campus programs. Totals differ significantly from campus to campus in part because of institutional program variations. For example, some institutions have specialized programs serving students with specific kinds of disabilities, such as mobility impairments or learning disabilities. Further information on programs and services for these students appears later in this report.

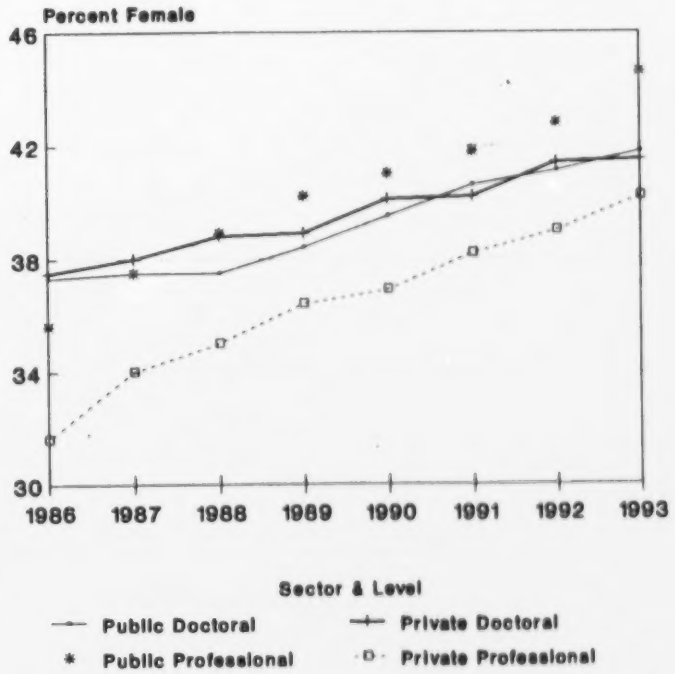
FEMALE REPRESENTATION IN ILLINOIS HIGHER EDUCATION

Figure S
1993 Female Enrollment, By Level



• All public and private 4-year institutions

Figure T
Trends in Ph.D/First Prof. Enrollment



Trends in Persistence and Degree Completion

Increasing the enrollment of minority students at Illinois colleges and universities is a goal of utmost importance for Illinois higher education. However, once minority students enroll at these institutions, it is equally important that they succeed and graduate.

Recently, Illinois public universities and community colleges established procedures among themselves for sharing enrollment and graduation information in order to better understand student patterns of persistence, retention, transfer, and degree completion. These merged data currently cover the period fall 1982 through spring 1993 and contain information by racial/ethnic group. Figure U shows the average proportion of those first-time freshmen who entered between summer 1983 and spring 1988 and persisted through one, two, and three years of higher education. The figure shows that minority students, overall, were less likely than other students to remain in school. Eighty-two percent of Black first-time freshmen continued beyond the first year. After three years, 55 percent of Black students were still enrolled in college. Among Hispanic first-time freshmen, 83 percent persisted beyond the first year and 63 percent were still enrolled after three years. Among all other students, 91 percent enrolled past the first year and 76 percent enrolled beyond the third year.

Figures V and W show that a lower proportion of minority students than all other students achieve a baccalaureate degree and that fewer Black and Hispanic students than majority students achieve their degrees in the traditional four years. After six years, as shown in these tables, 31 percent of Black first-time freshmen who entered in 1987 earned degrees compared with 58 percent of all other students. The gap is less severe for Hispanic students; 37 percent earned degrees within six years. Although the proportion of Blacks and Hispanics who earned degrees within six years increased since 1983, the proportion who earned degrees in four years has changed little. Time-to-degree is affected by a variety of factors such as full versus part-time attendance, the choice of program majors, switching majors, and transfers among institutions. Given the variability of factors affecting time-to-degree, there is no one standard to which all students can or should conform. Institutions should promote and facilitate minority student academic progress while being sensitive and responsive to student differences. Institutions should consider what kinds of appropriate actions might be taken to assist minority degree completion and reduce their time-to-degree.

Black Student Degree Completion

The total number of higher education degrees (i.e., certificates through doctoral degrees) awarded to Black students by Illinois colleges and universities increased by 7.2 percent in the past year. The number of Black degree recipients increased at all levels except the baccalaureate. Since 1986, higher education degrees awarded to Black students have increased by 23.5 percent. During this period, the greatest growth in Black degree recipients occurred at the master's and advanced certificate (71.5 percent), doctoral (35.1 percent), and bachelor's (25.1 percent) levels.

Major developments in degree completion this past year include . . .

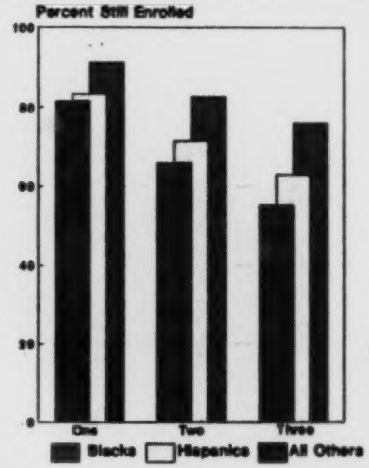
- *Total Degrees*--Total degrees awarded to Black students increased by 7.2 percent in the past year from 10,732 in fiscal year 1992 to 11,501 in fiscal year 1993.

- *Certificates*--Black students receiving certificates increased by 5.0 percent from 2,790 in 1992 to 2,929 in 1993.

- *Associate Degrees*--As shown in Figure X, Black students receiving associate degrees increased by 19.2 percent from 2,433 in 1992 to 2,901 in 1993.

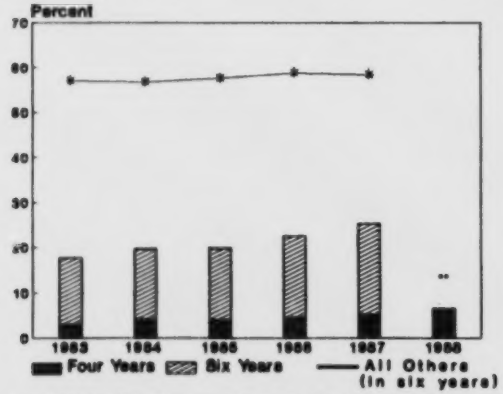
PERSISTENCE AND DEGREE COMPLETION FOR BLACK AND HISPANIC FIRST-TIME FRESHMEN AT PUBLIC UNIVERSITIES

Figure U
Persistence Over Three Years*



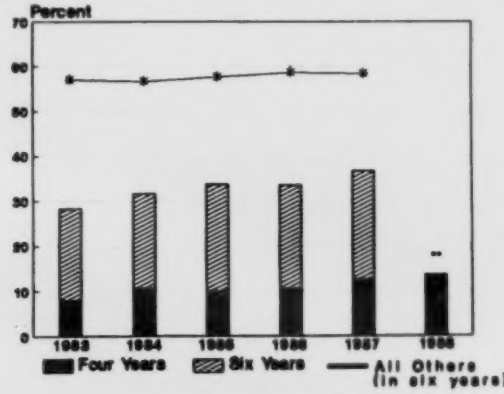
* Includes first-time freshmen enrolling from summer 1983 through spring 1988

Figure V
Degree Completion for Black Students



** Data for six years not yet available

Figure W
Degree Completion for Hispanic Students



** Data for six years not yet available

- *Bachelor's Degrees*--As shown in Figure Y, Black students receiving bachelor's degrees decreased by 1.1 percent from 3,890 in 1992 to 3,847 in 1993.

- *Master's Degrees and Advanced Certificates*--As shown in Figure Z, Black students receiving master's degrees and advanced certificates increased by 11.2 percent from 1,383 in 1992 to 1,538 in 1993.

- *Doctoral Degrees*--As shown in Figure AA, Black students receiving doctoral degrees increased by 8.5 percent from 71 in 1992 to 77 in 1993.

- *First-Professional Degrees*--As shown in Figure AA, Black students receiving first-professional degrees increased by 26.7 percent from 165 in 1992 to 209 in 1993.

Hispanic Student Degree Completion

The total number of higher education degrees awarded to Hispanic students by Illinois colleges and universities increased by 2.2 percent in the past year. Strong growth in the number of Hispanic students earning associate degrees and first-professional degrees was tempered by a decline in master's degrees and little change in the number of bachelor's degrees. Since 1986, higher education degrees awarded to Hispanic students have increased by 72.4 percent. Over this six-year period, doctoral degree recipients increased by 20.0 percent and all other degree recipients increased more than 60.0 percent.

Major developments this past year include . . .

- *Total Degrees*--Total degrees awarded to Hispanic students increased by 2.2 percent in the past year from 4,794 in fiscal year 1992 to 4,900 in fiscal year 1993.

- *Certificates*--Hispanic students receiving certificates decreased by 5.0 percent from 1,327 in 1992 to 1,260 in 1993.

- *Associate Degrees*--As shown in Figure BB, Hispanic students receiving associate degrees increased by 11.1 percent from 1,243 in 1992 to 1,381 in 1993.

- *Bachelor's Degrees*--As shown in Figure CC, Hispanic students receiving bachelor's degrees increased by a small amount from 1,618 in 1992 to 1,622 in 1993.

- *Master's Degrees and Advanced Certificates*--As shown in Figure DD, Hispanic students receiving master's degrees and advanced certificates decreased by 2.6 percent from 431 in 1992 to 420 in 1993.

- *Doctoral Degrees*--As shown in Figure EE, Hispanic students receiving doctoral degrees increased by 7.7 percent from 39 in 1992 to 42 in 1993.

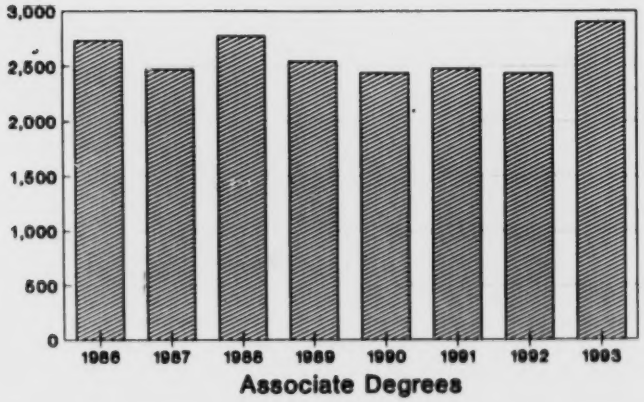
- *First-Professional Degrees*--As shown in Figure EE, Hispanic students receiving first-professional degrees increased by 28.7 percent from 136 in 1992 to 175 in 1993.

Black and Hispanic Student Degree Completion in Select Disciplines

In recent years, higher education has given increased attention to the issue of improving minority participation and degree completion in science, mathematics, and engineering disciplines. These are fields with low minority participation that require occupational growth to sustain future economic development. Table 20 in Appendix III presents trend information on the number and proportion of Black and Hispanic students receiving bachelor's and graduate degrees (i.e., master's

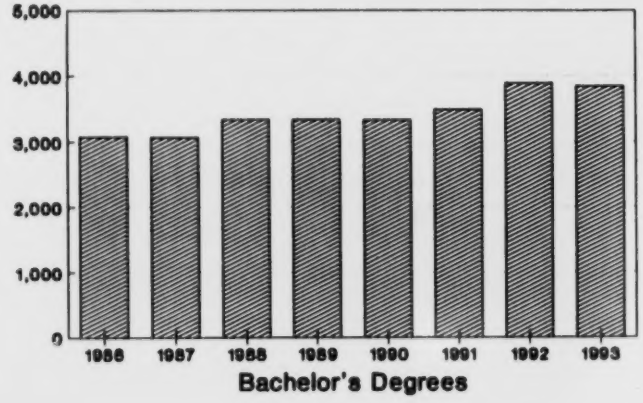
TRENDS IN ILLINOIS BLACK DEGREE RECIPIENTS*

Figure X



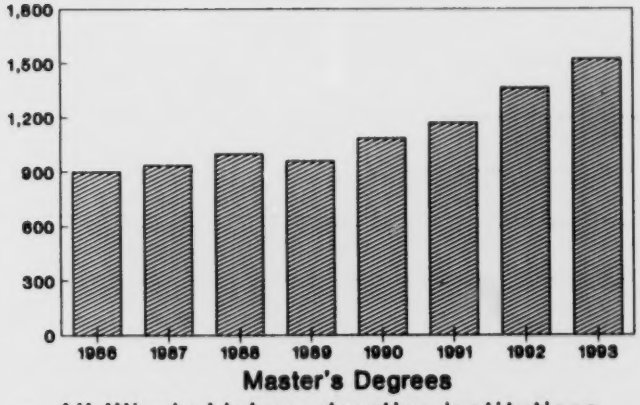
Associate Degrees

Figure Y



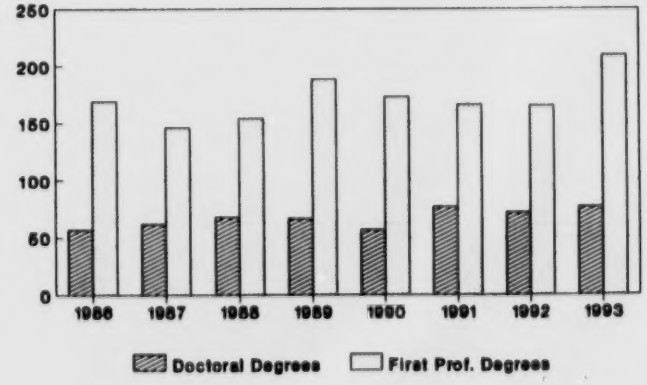
Bachelor's Degrees

Figure Z



Master's Degrees

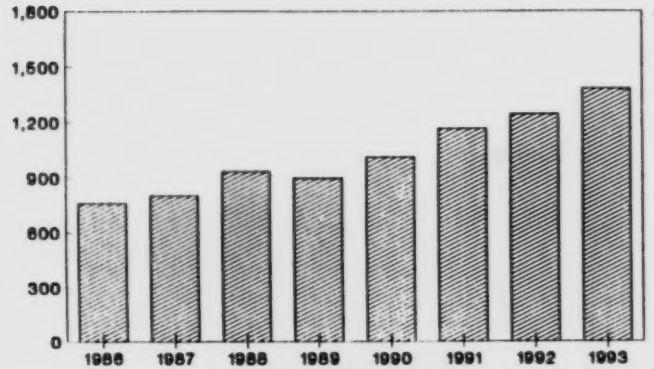
Figure AA



* All Illinois higher education institutions

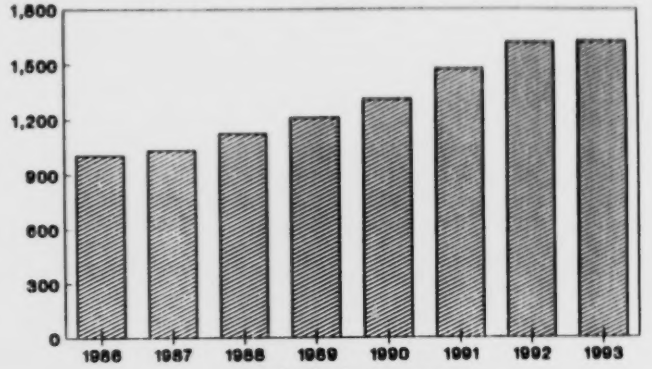
TRENDS IN ILLINOIS HISPANIC DEGREE RECIPIENTS *

Figure BB



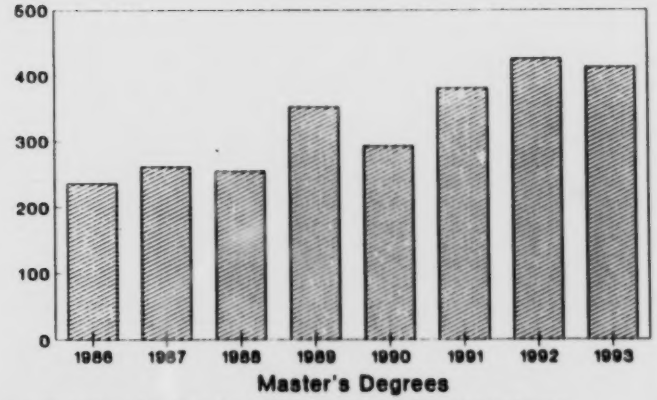
Associate Degrees

Figure CC



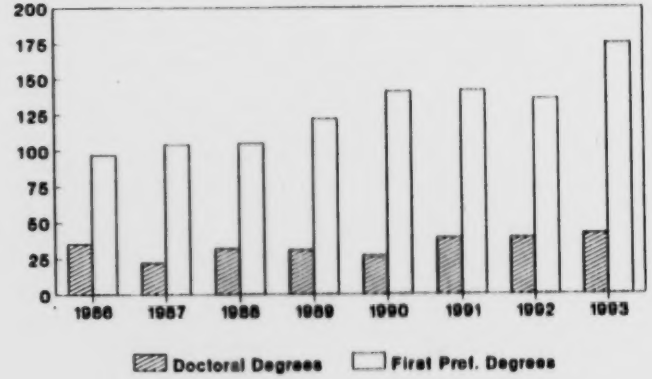
Bachelor's Degrees

Figure DD



Master's Degrees

Figure EE



* All Illinois higher education institutions

TRENDS IN ILLINOIS FEMALE DEGREE RECIPIENTS: SELECT MATHEMATICS AND SCIENCE DISCIPLINES

Figure FF

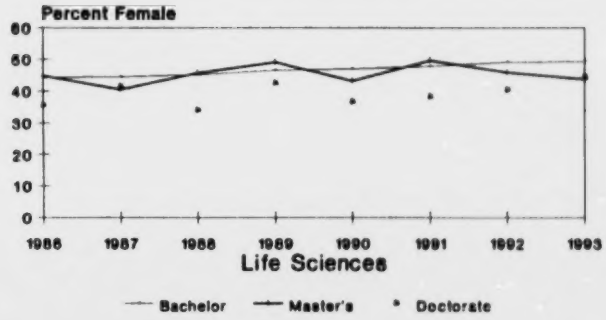


Figure GG

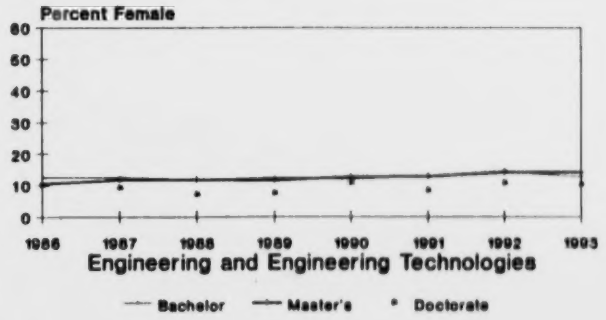


Figure HH

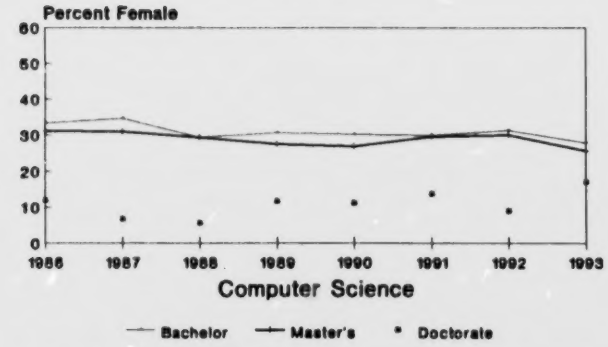
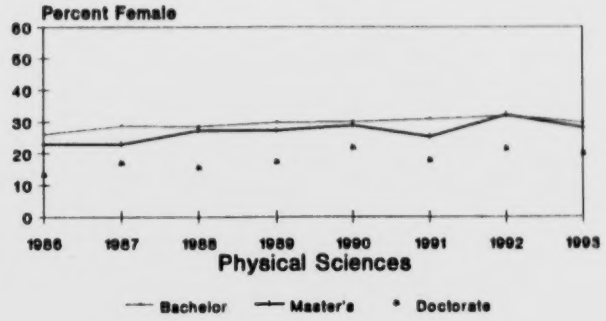


Figure II



• All Illinois public & private 4-year institutions

and doctoral degrees) in five disciplines: computer and information sciences, mathematics, engineering and engineering technologies, life sciences, and physical sciences. At the baccalaureate level, Blacks and Hispanics earned fewer degrees in computer science and mathematics, while they earned more degrees in engineering and life sciences. Blacks also earned more degrees in physical sciences this year, while Hispanics showed little change. At the graduate level, degrees earned by Blacks and Hispanics decreased or remained the same in all areas except life sciences for Blacks.

At the doctoral level, there have been few Black and Hispanic degree recipients in mathematics, engineering, and science disciplines. As shown in Table C, 14 Black and Hispanic students received doctoral degrees in these disciplines in fiscal year 1993.

Table C

BLACK & HISPANIC DOCTORAL RECIPIENTS
IN MATHEMATICS AND SCIENCE DISCIPLINES, 1993*

Field	Black		Hispanic	
	Number	Percent	Number	Percent
Computer Science	0	0.0 %	0	0.0 %
Engineering	0	0.0	4	1.3
Life Sciences	2	0.8	2	0.8
Mathematics	1	1.4	1	1.4
Physical Sciences	1	0.5	3	1.4

* All Illinois Public and Private Institutions

For a number of years, colleges and universities have sought to increase the number of minority students who enter the fields of elementary and secondary education. There is widespread agreement that increasing the pool of minority school teachers can further the academic progress of minority students since minority teachers act as role models and help encourage and support minority student academic achievement. Unfortunately, there was a decline of interest during the 1980s in education as a field of study. In recent years, however, this trend has reversed, in part, due to the aging and retirement of the teacher workforce. Degree data collected by the Board of Higher Education showed significant increases in the number of Black and Hispanic students receiving bachelor's and master's degrees in education in 1990 and 1991. In 1993, this trend tapered off. The number of Black students receiving bachelor's degrees in education has decreased from 339 in 1992 to 281 in 1993 and the number of Hispanic bachelor's degree recipients decreased from 164 in 1992 to 112 in 1993. Master's degree recipients also decreased among Hispanics, but increased for Blacks--from 566 in 1992 to 666 in 1993.

Female Student Degree Completion

As shown in Table 21 in Appendix III, the percentage of female degree recipients in the three education sectors changed little between 1992 and 1993. Females accounted for 60.0 percent of degree recipients in the community colleges, 50.1 percent in public universities, and 53.0 percent in private universities in 1993.

Although there was no appreciable change this past year, the number and percentage of women receiving degrees from Illinois public institutions of higher education have increased over the past decade. In particular, Table 21 indicates that female degree recipients have increased over the past ten years at the doctoral and first-professional levels. On the other hand, Figures FF through II illustrate little change in the proportion of females receiving bachelor's, master's, and doctoral degrees from 1986 to 1993 in mathematics and science disciplines.

EFFORTS TO IMPROVE REPRESENTATION

Statewide Activity in 1994

The state of Illinois has created various programs to help advance minority participation and achievement in higher education. These include minority projects funded by the Higher Education Cooperation Act (HECA) through the Illinois Board of Higher Education; Special Population Grants that are administered by the Illinois Community College Board; the Minority Teacher Incentive Grant Program administered by the Illinois Student Assistance Commission; and two financial aid programs for graduate students--the Illinois Minority Graduate Incentive Program (IMGIP) and the Illinois Consortium for Educational Opportunity Program (ICEOP). Grants are awarded annually by the Board of Higher Education under the Health Services Education Grants Act (HSEGA) for the enrollment of minority students in health professions programs at private institutions.

There also are a number of other statewide programs that serve a general population but have special import for minority participation and achievement. For instance, the Medical Scholarship Program, administered by the Illinois Department of Public Health, awards significant numbers of scholarships to minority students who agree to practice in medically-underserved areas of the state. Also, the federal Dwight D. Eisenhower Mathematics and Science Education Program sponsors projects for the improvement of science and mathematics instruction in elementary and secondary education, with many projects addressing the needs of underrepresented students. The state's Monetary Award Program (MAP), which provides need-based financial aid to undergraduates, also represents a significant state resource for underrepresented students.

In its Priorities, Quality, and Productivity initiative, or P•Q•P, the Illinois Board of Higher Education has identified minority student achievement as one of the statewide priorities that deserve special attention by Illinois colleges and universities. The Board's budget recommendation for Illinois higher education for fiscal year 1995 contained additional funding of $2.0 million for minority student achievement at public universities and $1.1 million for Special Populations Grants at community colleges. The 1995 state budget passed by the General Assembly and signed by Governor Jim Edgar included these recommended funding increases. Also, the state budget appropriated an additional $180,000 for the Minority Teacher Incentive Grant Program and $100,000 for ICEOP. Under HECA, funding for Minority Educational Achievement Projects was increased by $300,000 and Minority Articulation Projects by $50,000. Finally, in an important initiative, public universities have received allocations of $46 million from a fiscal year 1994 appropriation of $100 million for remodeling activities necessary to bring state facilities into compliance with the federal Americans with Disabilities Act (ADA). Nonappropriated funds have been used by both public universities and community colleges to undertake additional remodeling activities.

Funding for minority students under Health Service Education Service Grants also significantly increased during the past year. HSEGA has offered incentives to promote minority participation in medical and dental programs at Illinois nonpublic institutions. In 1993, a comprehensive study undertaken by the Board concluded that HSEGA grant rates have not been large enough to stimulate minority enrollment. A new Board policy, implemented in fiscal year 1995, increased minority grant rates and extended these rates to all health education fields. As a result of this change, minority incentive funds increased from $357,500 in fiscal year 1994 to an estimated $1.1 million in fiscal year 1995. It is projected that programs in medicine ($617,000), nursing ($271,300), and allied health ($136,200) will receive the largest minority incentive grants in fiscal year 1995.

Higher Education Cooperation Act

Through the Higher Education Cooperation Act the Illinois Board of Higher Education annually allocates funds for programs and projects that involve cooperation among higher education institutions. Two HECA programs are designed to increase minority representation at Illinois colleges

and universities: the Minority Educational Achievement Program and the Minority Articulation Program.

For fiscal year 1995, the Board of Higher Education has allocated $4.5 million for Minority Educational Achievement projects from the precollegiate to graduate/professional levels. Funding supports 33 projects including seven projects funded for the first time in fiscal year 1995. Twenty projects involve precollegiate students. The largest precollegiate project is sponsored by the University of Illinois at Chicago in cooperation with seven Chicago universities, the City Colleges of Chicago, and other Chicago civic and educational organizations. This project will provide academic and social support for secondary and postsecondary students through the establishment of "Future Teachers" programs at 89 public and nonpublic city high schools and cooperating colleges and universities. If successful, this project could substantially expand the number of minority teachers in Chicago Schools.

Another new pre-college project is Project Hope co-sponsored by Governors State University and Prairie State College to improve the general academic preparation of Hispanic high school students and to increase their awareness and interest in higher education. Also, there is a project led by the Native American Educational Services College to support academic skills development of Native American students enrolled in Chicago elementary and secondary schools. Other new projects involve architecture, art, urban planning; general career preparation for minority students in grades seven to twelve; and the development of critical thinking skills in the areas of mathematics, science, and communication.

For fiscal year 1995, the Board of Higher Education has awarded $2.3 million in the Minority Articulation Program to continue funding 25 transfer centers and 10 short-term projects. Each center provides services and activities to help encourage the successful transfer of minority students. The centers also work with faculty and staff at community colleges and regional colleges and universities to ease student transition. All transfer centers funded in fiscal year 1993 were continued for fiscal year 1994.

Five of the 10 short-term Minority Articulation Program projects are new. The new projects range from a faculty/mentoring program at John A. Logan College to the Hispanic Program for Educational Advancement at McHenry County College. Also funded is a cooperative private/public project involving Millikin University and Richland Community College and a minority recruitment project sponsored by Southern Illinois University at Carbondale and six community colleges. The University of Illinois at Chicago also has received funding for a project involving minority graduate and professional student recruitment and placement.

Public Institutional Activity in 1994

Each October, public universities and community colleges submit reports on underrepresented groups to the Illinois Board of Higher Education. Appendix I presents summaries prepared by each institution on the progress and major activities of the past year. Public institutions offer many special programs to improve student representation. These programs encompass diverse activities, serve extensive student populations, and involve considerable staff and funding. Table 24 lists almost 700 programs that served students from underrepresented groups at Illinois public universities and community colleges in fiscal year 1994. Program expenditures totaled over $83 million. The following pages offer highlights from the institutional reports which are on file at each higher education system office.

Minority Students

A number of public institutions formulated new plans to enhance minority student representation and implemented associated administrative structures and procedures. For example, Eastern Illinois University announced a long-term goal to expand minority student enrollment to

12 percent and established a campus-wide committee to facilitate meeting this goal. Sangamon State University formulated an enrollment management plan which seeks significant annual progress in minority enrollment. The University of Illinois at Urbana-Champaign also announced plans to increase minority enrollment under its "Academic Plan for the Year 2000". William Rainey Harper College and the College of Lake County also established campus-wide committees to enhance minority retention.

Many institutions also undertook curricular initiatives in 1994. Western Illinois University and the University of Illinois at Chicago, for example, added a multicultural component to their general education requirements. The University of Illinois at Urbana-Champaign developed eight additional courses that address subjects related to non-western cultures and minority subcultures. The Urbana campus now offers 55 such courses. Southern Illinois University at Edwardsville formed the Diversity Advocates Program "to prepare students for cultural and racial issues on the SIUE campus and for the future". Many community colleges, such as Kankakee Community College, Elgin Community College, and Oakton College, pursued multicultural curricular development. Lakeland College also reviewed the race/ethnic composition of its programs as part of an effort to ensure that there was no bias in counseling and advising students.

Faculty development activities included Western Illinois University sponsoring a week-long institute to assist faculty in formulating strategies to advance teaching effectiveness with students from underrepresented groups, and Oakton Community College's semester-long faculty seminar entitled "Multiculturalism in the Classroom". Also, Parkland College was the site of a summer institute and a fall conference funded by the Ford Foundation on reforming curriculum for community colleges. The conference, entitled "Making Gender Balanced, Multicultural Education a Reality in Illinois Schools", was attended by 500 faculty, staff, and students. Northern Illinois University has created the Multicultural Curriculum Transformation Institute, which conducted a four-day workshop on how to develop a stronger multicultural curriculum.

During the past year, many institutions expanded or strengthened their minority student support programs and activities. Northern Illinois University, for example, dedicated a new facility for the Center for Black Studies. The Center and the Black Graduate Student Association hosted the "First African-American Leadership Conference" on the subject of cultural issues in the black community. Eastern Illinois University announced plans to build four houses in its greek complex for four historically Black sororities and fraternities. The campus also sponsored its first multicultural job fair. Southern Illinois University at Carbondale implemented a tracking and monitoring system that is intended to support minority retention. The university also established a single administrative unit for a number of student affairs programs that previously had operated independently, and initiated a program to increase minority graduate student enrollment. Also, two community colleges, Kankakee Community College and the College of Lake County, undertook activities to enhance student articulation with historically Black colleges and universities.

Other new minority support programs included: a Latino student recruitment program and companion student scholarship program at Governors State University; *Los Amigos*, an organization for Latino students, at Sauk Valley Community College; and new graduate assistantships for Black and Hispanic students at Sangamon State University. The University of Illinois at Urbana-Champaign intensified minority graduate/professional student recruitment in the first of a four year program supported by additional funding of $864,000. Southern Illinois University at Edwardsville announced plans to form the Johnetta Haley Scholars Academy. The Academy will offer scholarships, mentoring, tutorial, and possibly cultural activities. Governor State University initiated "Teaming for Success" a program to support the personal and social development of its minority students. Danville Area Community College, Western Illinois University, and Southern Illinois University at Carbondale also expanded their mentoring programs, and other institutions reported considerable activity in this area.

In recent years, many new programs to improve representation have started at the college and department level. In 1994, the College of Business at Southern Illinois University at Carbondale established a minority executive-in-residence program which complements other support programs in the college such as a minority advisory board and an active minority student association. Other exemplary initiatives to enhance recruitment and retention occurred in the business and engineering schools at Northern Illinois University and the engineering school at Southern Illinois University at Edwardsville. The University of Illinois at Urbana-Champaign also began new minority support programs in the colleges of applied science and law. At Northeastern Illinois University, a Ford Foundation grant to promote diversity has begun to show increases in recruitment and retention in the department of special education and in the department of accounting, business law, and finance.

Implementing a Commitment

Parkland College has given its Committee on Access, Equity, and Cultural Diversity a leadership position in improving student and staff representation. This committee performs a variety of functions by encouraging others in the college to consider and adopt changes; organizing programs, resolutions, and conferences; and providing educational materials and information.

Finding new and more effective ways to improve communication between institution and minority community leaders remains an important issue. During the past year, Richland Community College established a Minority Community Partners Program and opened an off-campus center in an economically depressed neighborhood. Another interesting initiative occurred at the University of Illinois at Chicago where the Chancellor met with Black legislators and community leaders to review campus progress and to request assistance in recruiting and retaining Black students. Black government and community leaders also met with other campus administrators such as the deans for academic affairs and student affairs. The University reports that "this was the first such occasion for candid exchange of ideas regarding accomplishments, present concerns, and plans for the future...information gleaned from this meeting will be valuable as UIC reexamines the goals that will prepare us for the next century".

Efforts to improve minority representation are of particular importance at institutions such as Chicago State University and the City Colleges of Chicago that have a large minority enrollment. During the past year, Chicago State University increased its Black enrollment by 744 students, or 10 percent. Black enrollment has grown by 3,050 students, or 60 percent, over the past five years. Retention among Black students has also improved during this period and further advancement is a major goal. One of Chicago State University's most recent initiatives is a department-based "retention in the major program". Another related emphasis is a writing-across-the-curriculum program. A recent initiative among the City Colleges of Chicago is a HECA and federally-supported program, Future Teachers of Chicago. This program is sponsored in partnership with Chicago public and nonpublic schools and has the purpose of recruiting minority students for careers in teaching. The City Colleges of Chicago also have emphasized increasing the number of minority students transferring to four-year institutions to complete a baccalaureate degree. The number of students served by its six transfer centers increased by 75 percent in the past year.

Female Students

As shown in Tables 22 to 24, Illinois public institutions of higher education offer various programs for female students and staff. In the past year, public colleges and universities strengthened existing programs and developed new programs to continue responsiveness to women's needs. One important initiative during 1994 was Sangamon State University's decision to create a Women's Center. The Women's Center is expected to "play an important role in supporting and guiding female students, faculty, and staff as they deal with issues affecting women on campus (e.g., safety, harassment, isolation.)" The university has formed a coordinating council to develop a mission statement and goals for the Center. Funding and staffing levels have not yet been established.

Institutions implemented a variety of female support programs and activities during the past year. Lake Land College updated its sexual harassment policy and established four sexual harassment information centers. Kishwaukee College accepted a proposal from Greenlee Tool in Genoa to offer a scholarship to one student per semester. The scholarship goes to a financially needy student majoring in Manufacturing Engineering or CAD Mechanical Drafting, with preference given to women. Governors State University also now offers a scholarship to "encourage and reward bold, original, innovative or imaginative academic work by a woman student enrolled in a degree program." Two new community colleges joined the state-funded Opportunities Program. This program provides services to women who receive Aid to Families with Dependent Children, offering them special coursework, job training, advising, and job placement. The program also provides childcare and transportation costs. Richland Community College established a mentoring program for women enrolled in its Options/Opportunities program. For precollegiate students, Danville Area Community College hosted a conference for eighth-grade girls in order to acquaint them with good jobs that require math and science skills. For staff, the Committee on the Status of Women at Parkland College conducted a survey of campus climate to determine employee perceptions of gender inequities.

Colleges and universities continue to monitor and to improve female student retention and to assist women in meeting needs to further their academic progress. Four community colleges reported this past year that they developed plans or updated policies to assure the achievement and retention of female students. Olive Harvey College established a strategic planning committee for female student retention. The committee addressed issues this year involving gender biases in instructional materials, the classroom, and support services. Kishwaukee Community College also has noted that special efforts have been taken to help parents who sometimes miss classes due to sick children, including allowing them to make up missed assignments and tests.

All universities and colleges continue to respond to Public Act 87-581, which requires all degree-seeking students to meet general education requirements in courses that have content related to human relations issues. Beyond general education requirements, the University of Illinois at Urbana-Champaign received approval to offer a Women's Studies minor for master's and doctoral level students. Southern Illinois University at Carbondale reported increased enrollment in Women's Studies courses, and Parkland College sponsored a summer institute on "Multicultural Women's Studies Curriculum Integration in Illinois Community Colleges." Twenty faculty from several statewide colleges participated in the 2 1/2 week institute. They learned how to revise their courses in the humanities and social sciences in order to include contributions and perspectives from women. Faculty participants then shared their resources with their campus colleagues.

Students with Disabilities

Public colleges and universities continued this year to improve facilities and services for students and staff with disabilities in order to comply with the 1990 Americans with Disabilities Act (ADA). Sangamon State University, Moraine Valley Community College, Oakton Community College, Richland Community College, and Spoon River Community College reported physical renovations such as ramps to buildings, automatic doors, and water fountains accessible by those in wheelchairs. Other institutions--Eastern Illinois University, Western Illinois University, Southern Illinois at Edwardsville, the University of Illinois, and Lincoln Land Community College--reported the formation of committees and plans which will result in further compliance with ADA.

Several institutions reported purchasing new equipment for students with disabilities. Illinois State University acquired equipment that translates printed material into voice or braille. The University of Illinois at Chicago purchased screen enlargement technology for the visually impaired. College of Lake County added two specially-designed tables in the library for use by the wheelchair-bound and installed two large screen monitors for the visually impaired. Moraine Valley Community College purchased a voice synthesizer and installed a TDD line. Morton Community College, Richland Community College, Rock Valley Community College, William Rainey Harper College,

Belleville Area College, and Spoon River Community College also purchased equipment for use by the visually and hearing impaired.

Lake Land College sponsored a special needs open house for students with disabilities. The college reports that it also had a 64 percent increase in the enrollment of students with disabilities this past year, including a strong increase in the number of students with learning disabilities. Other colleges and universities also made progress toward aiding students with learning disabilities. Illinois State University, Northern Illinois University, Sauk Valley Community College, and Belleville Area College hired persons to coordinate services for students with learning disabilities. Moraine Valley Community College established a new Learning Development Support System.

Several institutions this year compiled information and distributed handbooks to students with disabilities to inform them of available services. Southern Illinois University at Carbondale, the University of Illinois at Urbana-Champaign, and Morton Community College each created such handbooks. William Rainey Harper College completed a career guide for students with disabilities. Some institutions, for example Belleville Area College, also distributed handbooks to faculty to help them advise students with disabilities.

Enhancing Community Awareness

Moraine Valley Community College has implemented a program to increase community awareness of services available for students with specific learning disabilities. Staff visit area high schools in order to inform prospective students of services. They also host visits to the college campus so that students can receive additional information and campus tours. Once enrolled, a student may receive an individual diagnostic evaluation. Following this analysis, staff members can provide individually-designed coursework, instructional support, counseling and advising, and evaluation of student progress.

Institutions also reported this year a variety of special support services for students with disabilities. For example, Harold Washington College offers a Vocational Transition Program to train adults with disabilities. The program includes placement tests, reading skills, and money management skills. Wilbur Wright College offers special training in office skills to students with disabilities.

Underrepresented Staff

As shown in Tables 16 and 17 in Appendix III, female and minority representation among faculty and staff is very low and a major concern of Illinois higher education. During the past year, a number of institutions designed comprehensive strategies to improve faculty and staff representation. For example, Southern Illinois University at Carbondale has requested each dean to formulate a three-year hiring plan for each unit and to become more actively involved in the search process. The Carbondale campus also has established an incentive fund that will assist in minority faculty recruitment. At Eastern Illinois University, each college has formed faculty committees to recommend new recruitment strategies. To enhance representation, the university has allotted a part-time faculty position to the affirmative action office, expanded its data base to monitor new hires and departmental hiring patterns, and offered workshops on the promotion and tenure process. Administrators meet with departing minority faculty and staff to elicit their opinions of campus climate and minority staff are asked to participate in focus groups on this topic. Also, President Stanley Ikenberry of the University of Illinois issued a "Statement on Inclusiveness" this past year which advocated, in particular, improving faculty and staff representation. In response, the University of Illinois at Urbana-Champaign has reviewed its affirmative action plans, adopted new affirmative action policies, strengthened its staff recruitment searches, and undertaken other actions to increase the number of female and minority administrators.

Another major initiative to improve faculty and staff representation occurred at Governors State University which hired five of ten top-level administrators this past year from underrepresented groups. Governors State University reports that it has a goal of filling 15 tenure track positions with minority faculty. The university has obtained a consultant to assist in this process. Also, the

University of Illinois at Chicago reports that it has exceeded its goal, established in 1989, for hiring new Black and Hispanic faculty members. The university is now emphasizing minority faculty retention as well as recruitment. During the past year, each college at the University of Illinois at Chicago examined hiring practices and established hiring goals for minority and female faculty as a part of a five-year recruitment and retention plan. The university reports that the "provost has incorporated commitment to diversity as an element of the performance evaluation for each dean". Other University of Illinois at Chicago initiatives this past year included: the creation of a faculty research support program, the allocation of seed money and release time for gender research, and the establishment of a new unit in the human resources office to improve representation among support staff.

Public institutions strengthened support programs and initiated new activities to improve faculty and staff representation. Danville Community College sponsored a part-time job fair to attract and employ minority instructors with the goal of promoting new hires to full-time positions as vacancies occur. Morton College, in cooperation with other institutions, helped form a minority resume data base. A recent study at the University of Illinois at Urbana-Champaign showed a discrepancy "between national availability and UIUC (female) representation, indicating a need to focus on recruitment and retention efforts". In response to this finding, a faculty mentoring program for women and two new women's groups were founded. The new Academic Women's Caucus, which now serves as an umbrella group for 37 organizations, currently is examining the needs of women on campus. Also, Southern Illinois University at Carbondale increased the number of administrative internships for female faculty members from two to five and allocated additional funds to support the research activities of female faculty and staff. In the coming year, the university will survey female faculty and staff to assess their perceptions of the campus climate. The university will incorporate survey results into program plans.

Studies and Program Evaluations

In the past year, the Board of Higher Education and public colleges and universities have undertaken a number of studies and program evaluations concerning underrepresented groups. Evaluation represents an important tool to better understand the obstacles confronted by underrepresented groups, as well as to understand how program efforts can help students overcome these barriers. Since public institutions allocate over $83 million for these programs, it is particularly important that colleges and universities assess program effectiveness, as well as how their investment of resources affects student success. The Board of Higher Education continues to emphasize the need for further progress in this area and the importance of coordinating study results with budget and program priorities.

The Board of Higher Education published a number of reports on underrepresented groups during 1994, as shown in the bibliography in Appendix II. Two of these reports concerned undergraduate education and included information and analysis about minority representation. *Undergraduate Education: Access and Preparation Reexamined* (March 1994) describes the preparation of students for college and their achievement in their first year in college. The report presents data on high school ACT scores for minority students. It also describes programs for minority students that offer outreach services, orientation for first-year students, preparation for students in the summer preceding their first year in college, and academic support.

Undergraduate Education: Transfer and Articulation Reexamined (May 1994) provides data on undergraduate student transfer and describes statewide articulation efforts and progress in majority and minority students transferring from community colleges to four-year colleges and universities. The reports shows that Chicago State University and University of Illinois at Chicago enroll the largest number of Black transfer students, and the University of Illinois at Chicago, Northern Illinois University, and Northeastern Illinois University enroll the largest number of Hispanic transfers. Of the 21 community colleges that operated MAP-funded minority transfer centers prior to fall 1992, the

report found that 14 colleges increased the number of Black students and 13 colleges increased the number of Hispanic students enrolled in their baccalaureate-transfer centers from fall 1990 to fall 1992.

Another May Board report, *Baccalaureate Student Graduation, Time-To-Degree, and Retention at Illinois Public Universities,* included retention and degree completion trend data from 1983-84 to 1987-88. In addition to major trends in degree retention and completion for Black and Hispanic students summarized above, this report also examines trends at individual Illinois public universities in degree completion and time-to-degree for Black, Hispanic, and all other students.

In July 1994, the Board of Higher Education issued, *Minority Students in Illinois Higher Education: A Review of Progress and Policy and Program Developments*, which examined the efforts that had been made to implement the Board's policy goals concerning minority student participation and achievement first formulated by the Joint Committee on Minority Student Achievement in 1988. The report described many recent initiatives including the development of new programs, such as the Minority Teacher Incentive Grant Program and the Minority Articulation Program under the Higher Education Cooperation Act (HECA); increased funding for minority student programs; and the creation of new statewide data collection and reporting systems that can monitor minority student progress.

As part of the July review, Board of Higher Education staff held two meetings with Illinois higher education and minority leaders in Chicago and Springfield to reexamine Board policy and statewide and institutional efforts to improve minority student representation. The participants at these meetings concurred that the joint committee's goals remain relevant. However, they also urged intensification of efforts to implement these goals and called for greater commitment and energy at the unit and program level.

The *Committee to Study Affordability Report to the Board of Higher Education*, whose recommendations were adopted by the Board of Higher Education at its November 1994 meeting, addressed a variety of issues concerning academic progress, student cost, and financial aid. The report emphasized that education is a continuum with the academic preparation at one level directly affecting the academic progress and success achieved at the next. It called for strengthening and expanding partnerships between schools and higher education institutions to support improved preparation. Among other recommendations, the report advocated that "college and university efforts to accelerate degree completion should address the needs of African-American and Hispanic, adult, and place-bound students, and any other student groups that historically have taken longer to complete their undergraduate degrees."

During the past year, the Board of Higher Education reviewed and evaluated minority projects funded under the Higher Education Cooperation Act and the federal Dwight D. Eisenhower Mathematics and Science Education program. Under the Board's procedures, applicants completing a project or seeking continued funding must submit a report that describes the results and progress of the project. The data required for this evaluation varies according to educational level and project type (e.g., precollegiate and collegiate level). Summaries of evaluations are included in Board of Higher Education reports that authorize HECA and Eisenhower Program projects--*Dwight D. Eisenhower Mathematics and Science Education Program: Federal Fiscal Year 1993 Grant Awards* (January 1994) and *Higher Education Cooperation Act--Fiscal Year 1995 Grant Allocations* (September 1994).

The Board's HECA evaluations demonstrate that these projects serve many precollegiate, college, and university students. Surveys of students and, in some cases their parents, reveal a high level of program satisfaction. Most important, many programs have enhanced student academic achievement as measured by tests in academic skills, such as reading, writing, and mathematics; high school grades and completion; college admission; and selection of college course of study. For

example, Project Gain, a cooperative project in nursing education, reports that it has served 303 disadvantaged precollege, preclinical, clinical, and nursing students of whom 93 have graduated from Southern Illinois University at Edwardsville and 13 from State Community College. Of the 106 graduates, 94 percent passed the State Board Licensing Examination for registered nurses.

In the past year, Illinois public colleges and universities conducted various studies and surveys concerning underrepresented groups. As described in the 1993 Board of Higher Education report on Underrepresented Groups, institutional climate studies, as well as the equity assessments conducted by the Center for Higher Education at Illinois State University, particularly have helped institutions gain better understanding of minority student values and concerns. A number of campuses have used the findings of their climate studies to more effectively address minority student issues, while periodic studies have enabled institutions to identify and respond to particular problems.

In addition to campus-wide reviews, public universities and community colleges also conduct evaluations of programs serving underrepresented students and staff. The Board of Higher Education has established a review cycle by program type, and institutions submit summaries of each review to the Board of Higher Education in their annual reports. Under this schedule, institutions were to review and report in fiscal year 1994 on support units that seek to improve the undergraduate retention of students from underrepresented groups. Appendix II lists all institutional program reviews submitted to the Board of Higher Education this past year.

Institutional reports indicate that colleges and universities are improving their data collecting and analytical abilities so that they can better track and explain the retention and degree completion of underrepresented groups. On the other hand, many institutions' reviews of units serving students from underrepresented groups appear perfunctory and do not thoroughly examine a unit's efficiency or effectiveness in facilitating student retention. One example of a thorough review was conducted by Southern Illinois University at Carbondale of its Center for Basic Skills (CBS). A committee of five individuals composed of three individuals from the university and two individuals from other universities spent three days on campus reviewing documents and interviewing students and staff, including President John Guyon. The Committee examined quality of instruction, predictor variables, characteristics of students, student evaluation of services, exploration of learning characteristics, and continuation rates. Among its recommendations, the review committee advised "career counseling should receive continued emphasis in CBS, since one of the major reasons these youngsters find little meaning in education is that they lack insight into its relevancy" and "identification with the institution is essential if the students are to be a part of the university community and profit significantly from this opportunity. Required attendance at some traditional cultural activities and discussion of its value could be beneficial."

Despite the shortcomings of some review processes, many institutions can demonstrate that their support units are effective in improving the retention of students from underrepresented groups. Illinois State University, for example, reported that 62 percent of all participants in its High Potential Student program are in good academic standing compared with 52 percent of all minority freshmen. The High Potential Student program provides opportunities to students who have the potential for success, but are at risk of not completing an undergraduate degree. Also, Kennedy King College of the City Colleges of Chicago reports that its extended orientation approach has raised retention of first semester freshmen from 47 percent in fall 1992 to 63 percent in fall 1993. A third example is Western Illinois University's Minority Achievement Program which encourages and supports academic excellence among minority students. In the past four years, the number of program participants has increased 44 percent with the program serving 266 undergraduate minority students in the past year; at the same time, student retention has improved and the mean cumulative grade point average for all students receiving services is 3.2 on a 4.0 scale.

1994 FOCUS TOPICS ON UNDERGRADUATE STUDENT RETENTION

Improving the retention of students from underrepresented groups is one of the major challenges facing Illinois higher education. As described earlier in this report and shown in Figures U, V, and W, Black and Hispanic students have retention and degree completion rates significantly below the level of majority students. Also, female students enrolled in mathematics, science, and engineering programs, as described below, face special degree completion problems, and students with disabilities have needs that require institutional assistance. This section focuses on three areas of particular importance to the undergraduate retention of students from underrepresented groups: academic programs, noninstructional services and activities, and support from faculty and staff. All public institutions have provided information on these topics in their October 1994 reports to the Board of Higher Education.

Academic Programs

In collecting information on this topic, the Board of Higher Education asked institutions to report on how ongoing academic programs and classroom activities, as well as special support programs, seek to improve the retention of students from underrepresented groups. The Board sought information on the full range of institutional activities, as well as a description of special efforts and activities that have proven effective. Responses demonstrate that institutions rely on basic undergraduate programs as the first resource for improving underrepresented student retention. For many underrepresented students, the strength of an undergraduate program is particularly important since a higher proportion of underrepresented students than majority students enter college with poor high school academic preparation and need to make significant educational advances in their first year of study in order to succeed at college level work.

A recent study by the University of Illinois at Chicago illustrates the relationship between undergraduate education and the academic advancement of students from underrepresented groups, as well as how institutions can restructure their educational programs to improve retention. This study, conducted by a university task force, concentrated on the freshman year when more than half of the institution's students drop out. Its principal recommendation called for adoption of a "more systematic, comprehensive, and intrusive approach to providing the best academic support environment for all new students". The task force established goals for course availability and support, and academic advising and monitoring. In order to build a good foundation for academic success, it advocated guaranteeing seats in English composition and mathematics for all new students. The task force also recommended that students who are enrolled in difficult courses should receive greater guidance and support through supplemental instructional sessions, the establishment of prerequisites, and the creation of a peer tutoring center. Other recommendations included: improved use of math and chemistry placement tests, department-based training for teaching assistants, and creation of a comprehensive advising system for first-year students.

In the past year, the University of Illinois at Chicago has implemented some of the recommendations identified above, as well as related measures to promote undergraduate retention. Other institutions have initiated similar programs, and a smaller group have undertaken comprehensive studies to better understand the total impact of their academic programs upon student retention. Strategies and activities to improve retention vary according to tradition, institutional mission, and scope of operation. Simple efforts can prove very effective. For example, Lake Land College and Shawnee Community College report that personal contact with faculty, such as telephone calls to students who have been absent from class, can significantly affect student persistence.

Public colleges and universities also structure their undergraduate education programs to aid the retention of students from underrepresented groups. As discussed below, faculty, teaching assistants, and support staff have a strong impact upon the academic success of students from underrepresented groups, and institutions offer developmental programs to help staff ensure that the contributions of underrepresented students are recognized and their participation encouraged.

Outside the classroom, many institutions hire academic support staff in admissions, counseling, and placement offices who are sensitive to the needs of students from underrepresented groups. Northern Illinois University, for example, reports that its Colleges of Liberal Arts and Sciences, Business, and Engineering and Engineering Technology have support staff working with underrepresented students in admissions, pre-professional advising, and other counseling programs.

In recent years, many institutions have expanded and modified their academic programs to make them more inclusive of race, ethnicity, and gender. Faculty and institutions have broadened their academic offerings in order to make the curriculum more meaningful to contemporary students who will live in a more demographically diverse world than their parents. As part of these efforts, Sangamon State University, University of Illinois at Urbana-Champaign, Northern Illinois University, and other institutions have sponsored curricular projects to develop or modify courses to incorporate gender and ethnicity topics. Parkland College, Sauk Valley Community College, Rend Lake College, and the College of Lake County have incorporated human relations topics in their first-year composition and/or speech courses. Other institutions such as Eastern Illinois University and Southern Illinois University at Edwardsville have adopted new general education curricula that address multicultural perspectives and issues. Many institutions also now offer academic majors or minors in Women's Studies and cultural studies programs such as African-American Studies. Data is not available on how such curricula changes have affected the retention of students from underrepresented groups. However, campus climate studies have shown that a major concern of minority students is the amount of course work and class discussion that is relevant to their experience.

Colleges and universities offer academic support programs that are specifically designed to meet the needs of underrepresented student groups. For instance, all institutions offer special academic support services for students with disabilities, now a requirement under federal legislation. Academic services include pre-admission and pre-enrollment planning, tutorial referral, reader/notetaker referral, taped textbooks, and adaptive computer equipment designed to accommodate students with vision, hearing, mobility and other types of disabilities. Many institutions, like Southern Illinois University at Carbondale, also offer extensive services to students with identified learning disabilities such as dyslexia.

Broadening the Curriculum

At Western Illinois University, a part-time faculty member in the faculty development office, the "Multicultural Curriculum Associate", serves as an instructional leader. The Associate's responsibility is to assist faculty in incorporating multicultural perspectives into their courses. The Associate also explores pedagogical strategies that are effective with different student populations. The Cultural Diversity Cadre, composed of faculty and staff who share these curricular and pedagogical interests, is coordinated by the Associate. During 1993-94, the Associate organized programs and activities in which over 800 faculty and staff participated.

The largest array of special academic support programs serve minority students. These students come to college with diverse academic experiences and needs which institutions seek to accommodate through various program structures and activities. Illinois State University, for example, reports four academic programs that are designed, at least in part, to improve the retention of minority students. These include: 1) the Minority Professional Opportunities program that serves high achieving minority students who are encouraged to enter careers in underrepresented disciplines and graduate/professional study; 2) the Collegiate Opportunities Admissions Program that provides intensive support during the freshmen year for special admissions students; 3) the Student Support Services Program that offers comprehensive academic support to low income and/or first generation college students; and 4) the High Potential Students Program that offers opportunities to students that have the potential for success and can benefit from its services.

Academic support programs for women are concentrated in the sciences, mathematics, and engineering. Research cited by the University of Illinois at Urbana-Champaign shows that if female and male students in these disciplines are both treated indifferently, in a so-called "null environment", they do not react the same way. "Men have sources of external support from society, friends, parents and others to sustain them in a null environment. Women in traditionally male majors have much

less support from these sources and are less likely to persist in a nonsupportive environment". To assist female retention, academic support programs in math and science generally address potentially harmful climate factors such as sexual discrimination and isolation while also offering positive assistance through role models, mentors, and peers.

Many new programs that serve underrepresented students are college- or department-based. For instance, the Southern Illinois University at Edwardsville reports that it has special academic support programs for underrepresented students in the School of Nursing, the School of Engineering, and the Department of Chemistry. The Chemistry program offers tutorial services in biology, chemistry, physics, and mathematics with study groups in chemistry and mathematics. The university reports that students in this program have experienced improved academic performance and retention.

A few colleges and universities report that the voluntary nature of support programs can limit effectiveness since students may not seek assistance until they have experienced academic difficulty. Some support programs, however, do have mandatory provisions. Eastern Illinois University, for example, reports that participants in its Minority Admission Program "agree in writing to regular advisement, intensive work with small groups of students throughout their freshman year, course work based on placement tests, weekly study-tables, and tutoring. They are also prohibited from joining Greek organizations while enrolled in the program, and are required to live in university housing." Undoubtedly, all support programs should not incorporate mandatory requirements. However, Eastern Illinois University has suggested that its Minority Admission Program is successful because of "the responsibility it places upon students". Students who are admitted under this program do not meet regular admissions criteria. Yet, in the program's five year history students have achieved a grade point average comparable to the university average and have high retention rates.

It is very important that institutions are able to evaluate the success of programs and activities designed to improve the retention of underrepresented students. All programs may not have the types of activities suited to sophisticated analysis. When possible, however, institutions should conduct program evaluations and incorporate results into program improvements and resource allocations. Ideally, an integrated retention strategy should incorporate support programs, as well as general academic programs, of proven effectiveness.

Non-instructional Programs and Activities

Students persist in higher education for academic and nonacademic reasons. Often the two factors are combined so that a student who is struggling academically and has an unsatisfactory social life is more likely to leave college than a student whose positive social experiences compensate for academic challenges and disappointments. As shown, an institution's basic undergraduate program often has the most direct effect on the academic success of underrepresented students, notwithstanding the importance of special academic support programs and activities. Correspondingly, basic noninstructional programs and activities on a college campus also strongly influence student retention.

The campus climate for underrepresented students, that is, how the normal array of social, cultural, and recreational programs and activities welcome and value diversity and the contributions of non-majority students, is a topic which many public colleges and universities are currently addressing. In this process, the attitudes and sensitivities of institutional staff are of importance. Southern Illinois University at Carbondale, for example, reports that "programs designed to serve all students are encouraged to recruit staff sensitive to the needs of all students, and to implement strategic approaches which apply effectively to all students. Staff composition guidelines suggest inclusion of members who serve as role models and mentors to a diverse population. The strategies and approaches employed also recognize, and when feasible, respond to the unique needs of underrepresented populations."

Creating a favorable campus climate is particularly important in the freshman year since many entering students have not been exposed to students from other racial/ethnic backgrounds. Many

institutions sponsor orientation programs that discuss and encourage students to understand and value diversity and to promote inclusiveness. Some institutions also offer special orientation sessions for minority students and students with disabilities. For example, Illinois State University's coordinator of minority affairs organizes a number of fall orientation programs including a picnic for minority students and the *Illinois State Showcase* where college staff present overviews of their programs and services.

Student life in the residence halls can constitute an important part of an institution's campus climate. Eastern Illinois University reports that "as a large portion of the student body at Eastern resides in university housing, the staff and activities of the Office of Student Housing are critical in contributing to the retention of minority students. Minority representation among the residence hall advisors (19 percent), the housing graduate assistants (22 percent), and the full-time staff (25 percent) is greater than the percentages of minority students among the student body. This level of representation among the housing staff further ensures that there are mentors and role models for minority students and contributes to advancing a tolerant, sensitive environment in housing." In addition to ensuring a broad race/ethnic representation among resident hall staff, some institutions also hold training sessions for staff which deal with topics such as promoting inclusiveness and respecting diversity.

Finding the financial resources to attend college can present a formidable challenge for some underrepresented students. Studies have shown that minority students are less likely to borrow funds to finance their college education, and availability of grant funding can influence their enrollment and retention patterns. To meet these needs and to improve minority enrollment, some institutions offer special scholarships, especially in disciplines with low minority representation. In the past year, for example, Northern Illinois University offered 137 institutional waivers for new and continuing minority students. Governors State University reported that many of its underrepresented students face special financial problems because state financial aid criteria prevent students who attend less than half-time from receiving grant assistance. The university, which has 80 percent part-time enrollment, is now awarding supplementary loans to minority students who can not register due to financial constraints. It also awards special child care grants to needy students, and 10 female and eight minority students received grants in 1994.

There are numerous ways in which colleges and universities can modify their noninstructional programs to meet specific institutional needs and improve the campus climate. For instance, Southern Illinois University at Edwardsville recently conducted a survey which indicated that the availability of recreational sports and facilities strongly influenced student retention. Responding to the implication of this finding, the university has expanded its recreational programs and activities for underrepresented students by installing specific weight training apparatus for students with disabilities; increasing aerobic exercise programming for women; and instituting on-site child care.

Public colleges and universities offer many special noninstructional programs and activities for underrepresented students. Students with disabilities, for example, often have access to dormitory rooms with adaptive equipment and other special services such as transportation. Also, all institutions have enhanced the accessibility of their campuses for the physically disabled, although some plans to improve accessibility are not yet complete. Institutions have also published brochures and sponsored outreach activities at local high schools and community organizations to increase awareness of the services and facilities that are available for students with disabilities.

The most common support services offered for female students are to ensure greater campus safety and to provide child care services. Colleges and universities also offer information and counseling on sexual harassment and discrimination. Many institutions sponsor mentoring programs and social activities organized around colleges and departments with low female representation such as mathematics, science, and engineering. Some programs also hold activities for precollegiate female students. For example, a student group, the Society of Women Engineers, at the University of Illinois

at Urbana-Champaign runs a "little sister" day every spring in which incoming first year students stay with members of the society and attend a day of classes.

Minority services offer opportunities for involvement, leadership, and social and cultural support. Many campuses have programs or centers that organize social and cultural activities. One example is the Office of Student Services and Activities at Joliet Junior College which reports that it seeks "to provide extracurricular programs that celebrate the different cultures represented on campus. We do this for a variety of reasons; to promote pride in the students' various cultures, to educate members of the college community about cultures different from their own, and to help create an atmosphere where students may comfortably pursue their education." Some institutions also offer additional minority support programs within noninstructional units, such as the Black Student Union at the University of Illinois at Urbana-Champaign, or more targeted programs such as the African-American Male Mentoring program at Highland Community College.

Many support programs for underrepresented groups seek to enhance student involvement and identification with the institution, factors that research has linked to student retention. The University of Illinois at Chicago's Latin American Recruitment and Educational Services (LARES) program has developed a survey to determine the degree to which the University's latino students become integrated into the campus community. The university will use this survey, which examines student involvement with faculty, support staff, and other students, to identify additional factors affecting student persistence and its design and modification of university retention programs.

Faculty and Staff Support

As the university members who have the most contact with students, faculty and staff can have much influence on student success. For this reason, many colleges and universities seek to assist faculty and staff in creating an environment that respects diversity and responds to all students needs. Institutions use a variety of approaches. Most commonly, they sponsor workshops, seminars, forums, and other training sessions designed to introduce faculty and staff to the needs of students with diverse backgrounds. Chicago State University organizes its activities under a special committee. This year the committee "participated in a research project on learning styles of minority students, . . . developed a resource guide of CSU materials concerning people of color, . . . and started a study group devoted to the continued education of faculty and staff on multicultural issues."

Workshops, seminars, and forums can be a particularly effective means for training many people at one time. The newly acquired skills can then be applied to campus life. For example, Eastern Illinois University sponsored a one-day workshop for faculty on methods for introducing issues of diversity and race into the classroom. After the workshop, Eastern administered a survey to find out how faculty felt about the training. Faculty continue to meet to share ideas about dealing with these issues in the classroom. The College of Pharmacy at the University of Illinois-Chicago offered a symposium entitled, "Cycle of Conditioning--Understanding Racism," for faculty, staff, and students. Southern Illinois University at Edwardsville conducts workshops during faculty orientation that explore how it feels to be a racial or ethnic minority person on a predominantly white campus.

Among the community colleges, the College of DuPage designed two staff development courses: "Who's a Stranger Here?" focusing on cultural diversity, and "Sociology of the Disabled." Specific departments and divisions at Heartland Community College plan activities to help faculty deal with cultural diversity in the classroom. Joliet Junior College created two new courses in General Student Development. These courses were designed to allow faculty to serve as a mentor to students. John A. Logan College sponsors several "development days" for faculty and staff. Recent topics have included meeting the needs of students with disabilities, conflict resolution, and consensus-building. Spoon River College has sponsored a comprehensive set of programming, including awareness and training on issues of sex equity, sexual harassment, cultural diversity, and the needs of disabled students.

In addition to staff development programming, some institutions provide specific instructional training so that faculty have a repertoire of instructional strategies that will increase the likelihood of student success. Western Illinois University employs a Multicultural Curriculum Associate who helps faculty to incorporate diverse perspectives and pedagogy in the classroom. A Multicultural Advisory Committee does similar work at Richland Community College. The University of Illinois at Urbana-Champaign has a comprehensive training program for teaching assistants which includes topics on diversity. Sauk Valley Community College and Shawnee Community College sponsored workshops on the different learning styles of students. Additionally, Sauk Valley Community College participated in a national teleconference on learning styles which was sponsored by the League for Innovation.

Responding to Changing Populations

Morton College's "We Care" program provides services to its growing Hispanic student population which now represents 28 percent of the College's enrollment. As part of this program, the College offers tuition, books, and classroom materials at no cost to faculty and staff who enroll in a sequence of three courses designed to increase knowledge and understanding of Hispanic students. The three courses are Latin American Civilization and Culture, Occupational Spanish I, and Occupational Spanish II. The Occupational Spanish courses are language courses designed for those whose "careers involve contact with Spanish-speaking people."

While a diverse repertoire of instructional strategies can aid the development of students in the classroom, some institutions initiated programs to provide more one-on-one interaction with students. Nine institutions reported that they established faculty mentoring programs. Most of these programs serve minority students, and use faculty mentors from a variety of racial/ethnic backgrounds. Other programs are designed for specific populations. For example, Northern Illinois University matches male African-American students with African-American faculty.

Although faculty have the most contact with students, some workshops are also held for campus administrative staff and civil service employees. For example, Northeastern Illinois University designed a program called *Connections*, which focuses on "improving the attitude of positive customer service for those staff who have a high frequency of public contact with students." Northeastern also provides special training to campus police on issues of cultural diversity. Several other institutions reported that they provided special training for student affairs staff to cover such topics as race relations and sexual harassment. Eastern Illinois University has plans to expand this training to employees in food services, building services, financial assistance, the University Union, the bookstore, admissions, registration, and career planning and placement.

Although many colleges and universities offer similar programs and activities, some institutions sponsor programs that address specific needs. For example, McHenry County College offered beginning and advanced Spanish to faculty to help them communicate with the number of Spanish-speaking students there. Morton College offered a sequence of three courses designed to increase faculty and staff knowledge and understanding of Hispanic students.

SUMMARY

This is the Illinois Board of Higher Education's seventh annual report on underrepresented groups. The report presents data and information on minority, female, and disabled students and staff in Illinois higher education. It describes changes in representation during 1994, highlighting special efforts to address the needs of underrepresented students.

As shown in the first section of this report, strong gains in representation continued in some areas this past year, such as:

- *Hispanic undergraduate and graduate/professional enrollment* increased by 4.5 percent, and since 1986 has increased by 71.5 percent.
- *Black graduate/professional enrollment* increased by 8.1 percent, and since 1986 has increased by 49.0 percent.
- *Black student transfers* from community colleges to Illinois four-year institutions increased by 4.8 percent, and since 1988 have increased by 30.7 percent.
- *Hispanic student transfers* from community colleges to Illinois four-year institutions increased by 7.0 percent, and since 1988 have increased by 102.8 percent.
- *Public university Black enrollment* increased by 3.8 percent and *Hispanic public university enrollment* by 7.6 percent; since 1986, Black public university enrollment has increased by 21.6 percent and Hispanic public university enrollment by 65.4 percent.
- *Black recipients of all higher education degrees* from associate to doctoral degrees increased by 7.2 percent, and since 1986 have increased by 23.5 percent. The strongest increase this past year was at the master's and advanced certificate level which increased by 11.2 percent.
- *Black and Hispanic six-year undergraduate degree completion rates* showed improvement for the fourth consecutive year, although four-year degree completion rates have not improved and Black and Hispanic undergraduate degree completion rates remain significantly below rates for majority students.
- *Female enrollment in first professional programs* for the first time exceeded 40 percent in both public and private education sectors; this is up from 25.5 percent in 1980.

Despite these gains, in the past year representation remained low in a number of areas and some declines occurred:

- *Black undergraduate enrollment* decreased by 0.3 percent; this was the second consecutive year that showed a decline in Black undergraduate enrollment and may reflect the impact of a 9.6 percent decline in Black public high school graduates since 1986.
- *Black undergraduate enrollment at community colleges* decreased by 2.5 percent, the third consecutive year of Black undergraduate enrollment decline in this higher education sector.
- *Hispanic undergraduate enrollment at community colleges* decreased by 0.3 percent, the first decline in undergraduate enrollment at community colleges since 1987.
- *Hispanic master's degree and advanced certificate recipients* declined by 2.6 percent.

- *Black, Hispanic, and Female degree recipients in mathematics, science, and engineering disciplines* showed no improvement and remained very low. Small gains in enrollment in some disciplines were offset by losses in other disciplines. At the graduate level, degrees earned by Blacks and Hispanics decreased in most of these disciplines.

- *Black and Hispanic faculty* representation remained very low, Hispanic faculty representing 1.8 percent of all faculty at public universities, and Black faculty representing 4.3 percent, an increase from 3.2 percent in 1989.

The second section in this report contains information on major statewide and institutional initiatives undertaken during the past year to improve student and staff representation. The section summarizes state higher education budget increases that affected underrepresented groups, including new incentive payments under the Health Education Services Grants Act to increase minority student enrollment in health professions programs, and the allocation of $46 million to public universities for remodeling activities to bring state facilities into compliance with the federal Americans with Disabilities Act. A brief description is given of new HECA projects approved under the Minority Educational Achievement and Minority Articulation programs. A major portion of this chapter describes new programs and program expansions that were undertaken this past year to better serve female, disabled, and minority students and staff. The final section of the chapter highlights major findings from Board of Higher Education reports, as well as statewide and institutional program evaluations that pertain to underrepresented groups. Supplementary material in Appendix II includes an annotated bibliography of 1994 Board of Higher Education reports with information relevant to underrepresented groups, and a list of college and university programs serving underrepresented groups that were reviewed in the past year.

Each year this report examines in some detail a few topics that have special relevance to improving student and staff representation. The third section in the report concerns undergraduate student retention and provides information on how public universities and community colleges have structured and improved academic and noninstructional programs and extended faculty and staff support to enhance the retention of underrepresented students. The section describes special programs that are in place to assist these students. However, it emphasizes that the basic instructional and non-instructional programs that serve all undergraduate students are the first resource for promoting retention. The strength of an institution's undergraduate program is particularly important for underrepresented students since a higher proportion of underrepresented students than majority students enter college with poor high school academic preparation and need to make significant advances in order to succeed in college. The section shows how various institutions have shaped and modified their academic and noninstructional programs in order to better serve all students and help improve the retention of students from underrepresented groups.

APPENDICES

APPENDIX I

SUMMARIES OF 1994 INSTITUTIONAL REPORTS ON UNDERREPRESENTED GROUPS

Under Public Act 84-726, each public institution of higher education in Illinois must submit every October, a report to the Illinois Board of Higher Education on efforts undertaken to increase the participation and advancement of underrepresented groups. In addition to describing goals and evaluations, these reports are to describe for each institution the policies that were established and the events and activities that were undertaken during the past year to serve underrepresented students and staff. Institutions also are to prepare a summary that highlights major campus developments. Copies of institutional reports can be obtained from higher education system offices. Summaries of those reports are presented below.

Public Universities

Board of Governors Universities

Chicago State University. Chicago State University has the largest comprehensive University program devoted to the education of underrepresented groups in the state of Illinois. Ninety-two percent of undergraduates currently enrolled at the University are African-American and 68 percent are female. In fall 1993, minority enrollment increased to 8,577 from 7,796 students in the previous year. Over the past four years, retention of minority students has increased consistently. Results of turnover studies indicate that the two-year retention of Black freshmen increased from 36 percent to 44.7 percent, and for Hispanic freshmen the two-year retention increased from 25 percent to 41.7 percent. Three-year persistence rates increased from 36.8 percent to 47.4 percent for Black freshmen, and from 46.1 percent to 50.1 percent for Hispanic freshmen. Graduation rates indicate similar gains. The University enrolls approximately four percent of the total number of students at Illinois public universities but graduates a disproportionately high 25 percent of minorities across academic disciplines. In fiscal year 1993, 75 percent of the 951 degrees awarded went to Black students. The University also leads the state's academic institutions in minority employees. Currently, 72 percent of the University's 890 employees are minorities and 56 percent are female.

Planning and program development at Chicago State University are driven by the University's three-point model of student success which focuses on providing access to higher education, improving retention through safety nets, and opening windows of opportunity to career and professional success for students. Various programs described in detail in the full report contribute to achievement of the University's goals. Since Chicago State University's student-clientele is over 90 percent minority, all programming, instructional as well as noninstructional, is directed towards students from underrepresented groups.

The University expects to continue the trend towards significant increases in enrollment along with reduction in attrition rates for minority students in future years as recently established recruitment and retention initiatives become entrenched.

Eastern Illinois University. During fiscal year 1994, the President restated Eastern Illinois University's commitment to increasing minority student recruitment and retention by announcing a long-term goal to expand minority student enrollment to 12 percent. Specific objectives to reach this goal were articulated in the recently initiated University Strategic Planning process which mandates completion dates and evaluation criteria for each objective. In order to ensure an integrated, comprehensive approach to the recruitment and retention of minority students, faculty, and staff, the President convened an ad-hoc committee which meets regularly to review progress toward meeting these objectives.

There were many other notable developments this year. The Minority Admissions and the Peer Helper programs were expanded. Construction of houses will begin at the University Greek Court for four traditionally Black fraternities and sororities. The University improved communications with minority alumni who may support the University's recruiting and retention efforts. By upgrading the alumni database, the University organized African-American and Latino Alumni Reunions. The *Eastern Alumnus Newsletter* now includes a minority alumni supplement.

More frequent and varied workshops and training symposia on diversity and race relations were offered in fiscal year 1994 for faculty, administrators, and students. Programming will be expanded further in fiscal year 1995.

A diverse faculty and staff contributes to the recruitment and retention of underrepresented students and enriches the curriculum for all students. Nearly 19 percent of the tenure-track faculty hired in fiscal year 1994 were members of minority groups and 33 percent were female. Though increasing the actual numbers of minority and female employees is extremely important, it is equally important that they are retained and promoted. On this issue, the University has a strong record. In the aggregate, women and members of minority groups are being promoted at rates equal to or higher than the faculty as a whole. Nonetheless, Eastern Illinois University will take additional steps in fiscal year 1995 to ensure that new faculty and staff are thoroughly oriented to the campus and are retained and promoted. In fiscal year 1994, the University began conducting optional exit interviews with departing faculty and administrators who are members of underrepresented groups in order to monitor more thoroughly concerns regarding retention and University climate.

Governors State University. Beginning with the reexamination of its mission statement two years ago, Governors State University has renewed its commitment to serving and valuing a multicultural community of students and staff. The University's strategic planning process reinforced this commitment by emphasizing the need to improve cultural diversity as a priority for the University in the budget and planning process. Not only will additional funds be set aside for programmatic efforts, but also for assistance in hiring minority faculty. Integrating cultural diversity in the curriculum is already underway in many disciplines, such as in teacher education programs, described in this report.

A highlight of this report is the increase in minority student enrollments. For fall 1993, minority students represented 24.6 percent of the total enrollment, a ten-year high for the University. Particularly noteworthy is the recent increase in Hispanic students, increasing from 84 headcount in fall 1985 to 154 in fall 1993. Recruitment programs, such as the "Opportunities in Higher Education," that target minority students and increased minority student scholarships, contributed to higher minority enrollments.

Improving minority student retention is the goal of the minority student mentoring program, Teaming for Success. In its first year, over 50 faculty and staff served as mentors to 50 Black and Hispanic students. Over 90 percent of those students are returning for a second year and the program has grown to over 70 minority students. It is hoped that this program and other retention efforts will result in improved degree completion rates beginning as early as next year.

Northeastern Illinois University. Northeastern Illinois University recognizes its diversity in age, culture, language, and race as one of its most distinguishing features and a major asset. Ensuring diversity at all stages from admission to post-graduation employment or further education is a major goal for the fiscal year 1994-1998 period. Northeastern Illinois University continues to have the second highest percentage of minority students of all Illinois public universities: 35 percent of the total student population and 42 percent of the undergraduate population. In fiscal year 1994, Northeastern Illinois University spent more than $6.7 million of state appropriated and grant funded support on activities and initiatives to benefit underrepresented groups.

The Ford Foundation grant to promote diversity has begun to show measurable results in two departments where grant activities focused. The Department of Special Education hired a tenure track minority faculty member, and the number of minority undergraduate majors increased by 25 in the past year. The Department of Accounting, Business Law, and Finance expanded and improved the quality of interaction among students, advisors, faculty, and staff so that the student drop rate from accounting courses has declined, the proportion of accounting majors who graduate has increased, there are more declared accounting majors among accounting students, and minority representation remains greater than half.

In other notable developments, the English Language program piloted a course for non-native English speakers in which students use e-mail and computers to develop writing competency. The Chicago Teacher's Center launched its Future Teachers of Chicago program to recruit and support more than 1,500 minority students who want to become teachers. Minority employees, in their role as Alumni Ambassadors, contact prospective minority students to assist them. Ties were established with the U.S. Environmental Protection Agency to set in motion joint efforts to increase the number of minority students who elect science majors.

The Center for Inner City Studies (CICS), which has both academic programs and a public service mission, was reviewed. Since the last review, formal linkages between CICS and the main campus have been strengthened. Academic programs at CICS were found to be more productive than previously believed because undergraduate students use CICS as a point of entry into the University before changing their major to another program offered only on the main campus. Alumni work in non-profit social service agencies, and as public school teachers and administrators. CICS provides place-bound students educational opportunities unavailable elsewhere in their immediate communities.

Western Illinois University. Western Illinois University strongly supports the goals and objectives identified to increase the participation and achievement of underrepresented groups in higher education. During fiscal year 1994, the University engaged in many activities that address these goals. Throughout the year, programs and initiatives focused on increasing the number of minorities, women, and persons with disabilities within the campus community, both as students and staff. There also is a clear recognition of the importance of developing support systems to insure achievement and success in all areas of the University experience.

Noninstructional services and activities to increase undergraduate student retention were provided by many departments during the past year. The Office of Student Residential programs emphasized human issues programming for students living in the residence halls, and residence hall staff. That office presented over 400 programs to students on a variety of topics including multicultural awareness, sexual harassment, affirmative action, communicating across cultures, women's issues, and disability awareness. Retention efforts also were supported by the Minority Student Retention Task Force, coordinated by the Enrollment Manager and the Assistant Vice President for Student Multicultural Services. This task force sponsored several programs during 1993-94 including the Partnership for Progress Mentor Program, an initiative that paired 50 entering minority students with minority graduate students, minority upperclass students, faculty members, and administrators. The University also participated in Project 1000, a national program designed to encourage Hispanic, African-American, and Native American undergraduate students to consider graduate study. Over 70 students participated in workshops offered on campus and at the Rock Island Regional Undergraduate Center. The Gwendolyn Brooks Cultural Center and the Casa Latina Cultural Center both increased their program offerings during the past year. Other highlights included the continuation of the National Science Foundation project through the Women's Center, "Connecting the Past with the Future: Women in Mathematics and Science." This project, in its second year, developed two additional satellite television programs that aired nationwide. Support outside the classroom for students with disabilities was improved by the acquisition of additional auxiliary aids including an Arkenstone reader, computer equipment with voice synthesizers, and other specialized software.

Academic programs and classroom activities designed to increase undergraduate student retention during 1993-94 included continued support for the African American Studies and Women's Studies programs. A successful national search for a Director of African American Studies was conducted during the year, and enrollments in this program have shown an increase over the previous years. The Women's Studies program offered over 20 courses from 14 departments, including Communication Arts and Sciences, Sociology, Health Sciences, Home Economics, English, African American Studies, and History. The addition of a Multicultural Studies category to the University's general education requirements was completed during the year. This will insure that undergraduate students complete at least one course dealing with cultural identities and cultural values.

University efforts to enhance faculty and staff effectiveness in working with students from underrepresented groups involved the presentation of many workshops and seminars on issues of ethnicity, gender, and disability. The Faculty Development Associate for Multicultural Curriculum and the Cultural Diversity Cadre sponsored a series of programs throughout the year, including a week-long institute designed to assist faculty in curriculum revision that supports multicultural education, and to explore pedagogical strategies to reach increasingly diverse student populations in the classroom. The University Personnel Office and the Office of Affirmative Action also presented numerous training and awareness sessions for students, faculty, and staff. These included sessions on handling sexual harassment complaints, disability awareness, multicultural sensitivity, communication training, and many others.

Board of Regents

Illinois State University. Illinois State University's commitment to increasing the participation and achievement of minorities, females, and individuals with disabilities--or those who have been traditionally underrepresented in higher education are demonstrated by its being ranked 43rd nationally in predominately white universities by a May, 1993 special report in *Black Issues in Higher Education* and listed in the publication *The 100 Best Colleges for African American Students*.

In fact, a summary of findings in this *Report* shows that: minority student enrollments have continued to increase despite decreases in the total student enrollments, females comprise the majority of both undergraduate and graduate enrollments, there have been a number of additions to the Disabilities Concerns Office to better serve individuals with disabilities, the University continues to encourage improvement and expansion of its multicultural offerings through the Teaching Improvement Program sponsored by the University Teaching Committee, and the University sponsors the Association for Black Academic Employees and the Organization for Latin Employees.

In addition, a summary of findings in this *Report* show that a critical component necessary for increasing the participation and achievement of underrepresented students, faculty, and staff is the continual review of campus climate. For students, Illinois State University strives to improve the noninstructional services and activities, as well as the academic programs and activities, that are designed to increase undergraduate student retention, as well as faculty and staff effectiveness in working with students from underrepresented groups. For faculty and staff, Illinois State University strives to promote campus involvement through such activities as open-campus forums and seminars, the President's Commission to Combat Intolerance and Harassment, the Minority Scholar-in-Residence Program, the Association of Black Academic Employees, the Organization for Latin Employees, and the Financial Incentive Program for the Recruitment of Minority Faculty.

In summary, and in conjunction with Public Act 84-726, Illinois State University is responding to the need to develop plans and implement strategies designed to increase the participation and achievement of underrepresented students, faculty, and staff. Through the programs, strategies, and activities described in this *Report*, as well as through quantitative and qualitative measures of campus climate, Illinois State University continues to strive for increasing the participation and achievement of underrepresented students, faculty, and staff.

Northern Illinois University. Northern Illinois University continues its university-wide endeavors to improve its recruitment and retention of students in underrepresented groups. Events such as the Minority Reception, the Faculty/Alumni/Student Telethons, and campus high school visits have been successful for recruitment, with Northern Illinois University having in fall 1993 a 28 percent minority enrollment in its freshman class. Significant advances also were made in minority transfer enrollments with over an 11 percent increase in African American new transfer students and over an eight percent increase in Hispanic new transfer students. Over seven percent of graduate students and over 22 percent of the students in the College of Law are minority students. Northern Illinois University's interest in improving minority retention is evidenced by several new minority advisers in a number of college advising offices, a new academic counselor in the University Resources for Latinos, the initiation of peer mentoring and advising programs, and continuing efforts throughout both Academic and Student Affairs to increase the involvement of underrepresented students in campus activities.

This year has been particularly noteworthy for the number of student leaders who are members of underrepresented groups at both the undergraduate and graduate level. The success of the "First African-American Leadership Conference," designed and coordinated by students was a highlight of this academic year. Services for Students with Disabilities has been reorganized this year with the merging of Services for Hearing Impaired into the larger unit, also resulting in additional staff members to serve the increasing needs of Northern Illinois University's disabled student population. University Resources for Women has continued several activities involving individual counseling and group workshops, including cross-cultural activities and support of nontraditional student groups. Educational Services and Programs continues as a special admissions program providing a variety of support services for minority students. The Graduate School is in its third year of the Graduate Mentorship Program, which has been successful in introducing talented minority undergraduate students from Northern Illinois University and other Illinois institutions to the research activities of graduate study. The interdisciplinary programs in Black Studies, Latino and Latin American Studies, Women's Studies, and Southeast Asian Studies have designed several new courses, hired new personnel in important academic positions, and continued to support a number of multicultural programs on campus.

Of particular significance this year is the initiation by the president and provost of the multicultural curriculum. The first component of this initiative, the Multicultural Curriculum Transformation Institute, was a series of faculty workshops held during four days in June 1994. The directors of interdisciplinary programs on campus designed and coordinated the workshops and invited several nationally known teachers and scholars to offer their insights into the development of a multicultural curriculum. This institute, along with the Students Affairs' grant-funded project, "Skills Development for Success in a Multicultural Environment" (SDS-ME), and the review of interdisciplinary courses in the general education program, contributed to Northern Illinois University's increasing attention to a thoughtfully planned multicultural curriculum.

Sangamon State University. Sangamon State University's most significant initiative to increase recruitment and retention of students from underrepresented groups was the development of a comprehensive enrollment management plan. One of three goals for this plan is to produce significant annual increases in the number of students from underrepresented groups. As part of the institutional plan, each undergraduate and graduate academic program prepared recruitment and retention strategies. Results will be reviewed and reported yearly.

Sangamon State University's enrollment of minority students as a percentage of all students increased from eight percent in fall 1992 to a record high of 8.8 percent in fall 1993. During the last ten years, the number of minority students ranged from a low of 198 (6.1 percent of total enrollment) in 1985 to a high this year of 395. African-American enrollments as a percentage of all enrollments increased from 5.9 percent in 1992 to 6.8 percent in 1993. The number of African-American students

increased from 266 to 304, a dramatic increase of more than 14 percent. African-American enrollments ranged from 148 in 1985 (4.6 percent of total enrollment) to this year's total of 304.

The majority of Sangamon State University's students at both the graduate and undergraduate levels were female in fall 1993. Among undergraduate students, 59.9 percent were female. Among graduate students, 57.6 percent were female. This percentage represents a record high in female graduate enrollment.

Students with disabilities totaled 110. As a result of the recommendations of a disabilities services committee report and a supporting accommodation study conducted by the Office of Affirmative Action, the University will create a distinct office within the Division of Student Services to coordinate and deliver services to students with disabilities.

Among faculty members, 10.3 percent were members of minority groups (African-American 4.9 percent; Asian, 3.6 percent; Hispanic, 1.8 percent). The University hired 23 new faculty members for academic year 1992-93. One was an African-American female; nine were white females.

Individuals from minority groups comprise 12.7 percent of administrative positions (African-American, 11.5 percent; Hispanic, 1.2 percent). Minorities represent 7.1 percent of civil service employees (African-American, 6.1 percent; Hispanic, 1.0 percent). Women comprise 33.3 percent of faculty positions, 56.3 percent of administrative positions, and 60.5 percent of civil service positions.

Sangamon State University places a high priority on recruiting and retaining minority students, as well as female and minority faculty and staff members. Efforts in this area will continue in academic year 1994-95.

Southern Illinois University

Southern Illinois University at Carbondale. The Southern Illinois University at Carbondale continues to rank relatively high in the state and nation in the number of minorities who complete degree requirements and graduate. With the exception of Chicago State University, the University continues to grant more bachelor's degrees to Black students than any other institution in the state. Nationally, when compared to all schools including predominately Black schools, Southern Illinois University at Carbondale ranked 23rd in the number of degrees granted to Black undergraduate students. When compared to predominately White schools in the nation, Southern Illinois University at Carbondale ranked sixth. In addition, in both 1992 and 1993, Southern Illinois University at Carbondale ranked second in the nation in the number of bachelor's degrees granted to Blacks in Education.

Southern Illinois University at Carbondale continues to take a pro-active approach in developing programs, strategies, and initiatives aimed at making the campus climate more hospitable, supportive, and sensitive to the needs and concerns of underrepresented populations. The University recognizes that if it is to be successful in its efforts to develop an inclusive university, it must continue to expand existing efforts. During the past year, efforts were made to involve middle managers in the attempt to develop an inclusive university. Workshops were conducted to make administrators aware of the need for and the value of creating and maintaining a diverse workforce and campus. The University continues to make gradual and continual progress toward the goal of proportional representation and comparable academic achievement and degree completion rates.

The academic achievement of Black and Hispanic undergraduate students improved during the past year. Specifically, the grade point average and the number of students in good academic standing increased for both Black and Hispanic undergraduate students. Enrollment data document that for the fifth consecutive year, the percentage of enrolled minorities increased. In 1992, approximately 14 percent of the total student enrollment was minority; in 1993 this percentage increased to

15 percent. Similar increases occurred in the percentage of Black and Hispanic undergraduates who enrolled. The percentage of Hispanic undergraduate students was the highest in the past decade.

During the past year, Southern Illinois University at Carbondale has devoted efforts toward addressing some of the issues experienced by women faculty members as they strive for tenure and progress through the professional ranks. Several women faculty members were provided with the opportunity to experience first hand the duties and responsibilities of an academic chairperson. A group of women faculty also were provided equipment and other resources required to conduct their research and other creative projects. A comprehensive survey on campus climate was initiated during the past year. One of the goals of this project was to determine if gender is a factor in how faculty, students, and staff perceive the campus climate. Findings of this investigation will help determine and shape future program initiatives.

Southern Illinois University at Carbondale also plans to continue efforts to increase the number of underrepresented faculty and staff, and is pleased with the special efforts initiated during the past year. The Incentive Minority Recruitment program sponsored by the President will result in the hiring of at least 15 new minority faculty. Southern Illinois University at Carbondale also is encouraged by the progress achieved in several areas during the past year, including increases in the following areas:

Minority--Increases in percentage of total enrollment, number and percentage of undergraduate students, percentage of total faculty, number and percentage of tenured faculty, number and percentage with tenure-track faculty appointments, and percentage with faculty rank.

Black--Increases in percentage of faculty, number and percentage with non-tenure faculty appointments, number and percentage with faculty rank, number and percentage of students in student population, number and percentage of undergraduate students, percentage in good standing, and overall GPA of undergraduate students.

Hispanic--Increases in percentage of undergraduate students, number and percentage of graduate students, percentage in good standing, GPA of undergraduate students, and number and percentage of faculty with tenure-track appointments.

Women--Increases in percentage of total enrollment, number of graduate students, number and percentage of professional students, percentage in good standing, percentage of faculty representation, number and percentage in non-tenure track appointments, number and percentage with faculty rank, percentage in administrative/professional positions, and number of civil service positions.

Disabled--Increases in number and percentage of students, number and percentage of undergraduate students, number and percentage of graduate students, number and percentage of professionals, and percentage of students in good standing.

Southern Illinois University at Edwardsville. In fiscal year 1994, Southern Illinois University at Edwardsville continued programs and initiatives devoted to improving the representation of minorities, women, and disabled. More than $9,000,000 were devoted to funding 33 programs that served over 14,000 individuals. These programs embrace learning at every level from early childhood to adulthood. Major commitments of dollars were in programs dedicated primarily to serving minorities. Ten of the programs were devoted to serving precollegiate populations.

With the conversion from a quarter to a semester calendar and the hiring of its first female president, the University experienced several periods of transition during the past year. The transition to a semester system has resulted in a slight decrease in enrollment, which is expected to reverse in the future. The new president has made strong commitments to diversity and to the inclusion of underrepresented groups on the campus.

During the five-year period of this report, Black student enrollment increased by 24 percent. With the decline in enrollment of all students in fall 1993, Black student enrollment also dropped. However, the percentage of Black students enrolled remained at the same level as the previous year, the highest for the five-year period. Increasing the graduation rate of Black students remains a high priority.

Women comprised 55 percent of the student population, which has remained unchanged for the last five years. Overall, grade point averages for women continue to be higher than for men students, a trend that also has continued over the past five years. Women received 58 percent of the degrees conferred in 1993.

The undergraduate disabled student population has continued to increase. There was an 18 percent increase in disabled students enrolled from fiscal year 1993 to fiscal year 1994. An increase has occurred in the number of degrees awarded to disabled students from five degrees awarded in 1989 to 25 in 1993.

Although the University experienced a decrease in total number of employees during the five-year reporting period, the number of Black employees increased by 14 percent. Black employees represented 16 percent of the total workforce in fiscal year 1994. The University is committed to increasing the number of Black faculty and seeks minority applicants for each new position.

University of Illinois

University of Illinois at Chicago. In 1989, the University of Illinois at Chicago established challenging numerical goals for increased participation and success of underrepresented groups. These goals were intended to support the University of Illinois at Chicago's vision statement objective to preserve a quality undergraduate and graduate student body, while recognizing the University of Illinois at Chicago's commitment to an increasingly diverse student body, faculty, and staff. Programs then were identified that would most likely address the targeted goals.

The 1994 report reveals that underrepresented faculty, staff, and students are served through a total of 74 campus programs and offices. The budget for this effort totaled $11,993,280, and was implemented through the efforts of approximately 294 full-time-equivalent budgeted staff.

Through these efforts the University has, in most cases, been able to reach or exceed its goals. The University is especially pleased to have been able to meet its goal to increase graduate level enrollment of African-American students to eight percent (In the fall of 1993, the enrollment reached 8.1 percent); to increase Hispanic undergraduate student enrollments by almost five percentage points to 15 percent; to increase Hispanic freshmen enrollment from 13.5 percent in 1989 to 21.3 percent in 1993, and Hispanic graduate student enrollment from 2.5 percent in 1989 to 4.3 percent in 1993--within one percentage point of its goal. The University of Illinois at Chicago also has increased the number of undergraduate women students in the College of Engineering from 332 to 360. Between fall 1989 and 1993, the University of Illinois at Chicago hired 39 new African-American faculty members and 21 new Hispanic faculty. Finally, the University of Illinois at Chicago has come within one percentage point of its goals to hire seven percent Hispanic academic professional staff, and to hire 10 percent Hispanic support staff.

Other goals have presented a greater challenge and make it clear that the University must reexamine its strategies and identify new and more effective program methods. As the University of Illinois at Chicago reaches the 1994 target year, a process should be established for the development of new goals that will anticipate state, regional, community, and institutional needs for the next century.

University of Illinois at Urbana-Champaign. In 1993, Chancellor Aiken initiated Academic Plan for the Year 2000, a comprehensive strategic planning process to identify and address issued facing the campus. Ten campus committees were formed to examine topics such as faculty diversity, the quality of graduate and undergraduate education, and building a more inclusive community. The campus also responded to President Ikenberry's Statement on Inclusiveness with a variety of initiatives, including a study of campus climate and a proposed review of unit affirmative action plans.

The University of Illinois at Urbana-Champaign continues to improve the enrollment and retention of underrepresented minority students. Enrollment of Black and Hispanic undergraduates has increased over the past decade, as have graduation rates and enrollment at the graduate/professional level. Among the campus' strategies for further progress in enrollment are an active program to facilitate community college transfers and increased fellowship funding for minority students. Retention of underrepresented students also is a top campus priority. An extensive support system, directed at both academic and social needs is in place and provides tutorial services, peer counseling, cultural centers, and opportunities for summer research projects with faculty. Integrating the wealth of offerings with the University's academic mission and students' needs presents a challenge for the current campus-wide planning effort.

The representation of women students presents a different situation from that of minorities. Campus enrollment of women at undergraduate, graduate, and professional levels is at least 40 percent and, in most cases, rising. However, women are still underrepresented in particular disciplines, specifically in engineering, chemistry, physics, and mathematics. Programmatic support for women tends to be based in colleges, committees, or private groups. For example, the College of Engineering is exploring funding options for a Women in Engineering program.

As noted in both the Chancellor's Academic Plan for the Year 2000 and President Ikenberry's Statement on Inclusiveness, the University is committed to increasing faculty diversity. Black and Hispanic faculty representation continues a pattern of slow, but steady, increases. A recent study showed that, for these groups, 72 of 80 departments compared favorably with national availability data for tenured/tenure-track faculty in terms of past hires, current workforce, or both. In the same study, female faculty representation lags behind national availability in 38 of 80 departments. Improving representation will clearly involve different strategies for minority and female faculty.

Workforce diversity also is a priority, as noted in the President's Statement on Inclusiveness. Academic professionals and Civil Service staff showed increased representation for women and minorities in 1993. For most of the workforce, the pattern is one of slow increases. Problem areas to be addressed are the needs for increased Hispanic representation in Civil Service positions and improved female representation among senior administrators.

The University of Illinois at Urbana-Champaign continues to be a leader in programs and services for students and staff with disabilities. This year, the Division of Rehabilitation Education Services developed a student handbook and an educational brochure to keep students and staff informed about resources for individuals with disabilities. Campus facilities are being surveyed and modified to the specifications of the Americans with Disabilities Act, and a system for tracking accommodation requests is now in place.

Chancellor Aiken has stated that developing a shared vision for the future will "assure not only the continued success and excellence of this institution, but enhancements to that excellence." The groundwork for this vision was laid in 1993.

Community Colleges

Belleville Area College. Belleville Area College is clearly committed to the doctrines of fairness and opportunity for all segments of the college community. This commitment is mandated in the policy directives of the Board of Trustees in the areas of educational philosophy, code of ethics, equal employment opportunity, equal educational opportunity, and admission of students.

Several key College offices provide a wide array of services in support of underrepresented groups. Within the College's Counseling Services, the Minority Transfer Center is organized specifically to assist baccalaureate-oriented students planning to transfer to four-year institutions. The office also serves minority students making their educational and career decisions in the hopes of encouraging minorities to seek the highest possible levels of education. Full-time and part-time staff and grant and college funds comprise the Minority Transfer Center. In the academic year 1993-94, minority students constituted a larger share of the student body, a trend continuing over the last several years.

The Special Services Center provides a wide range of services to disadvantaged students, and serves as the contact and service provider for students with disabilities. Staffing has been updated to provide for the services of staff familiar with learning disabilities. Specialized equipment has been enhanced, and the population of students with identified disabilities continues to escalate dramatically.

The Gender Equity Program provides nontraditional occupation information to a large number of students and provides more concentrated support to those choosing nontraditional occupations. Services are intense and the success rate of students documents an excellent program.

These College offices not only serve students but provide the mechanisms through which support services interact with the instructional divisions of the College. Within the instructional areas, new courses have been developed and offered, and major enhancements made to reference works in order to respond to the needs of underrepresented groups. Additionally, faculty focus groups met during the spring session to give special attention to student success, a key factor in facilitating the progress of underrepresented groups. Greater attention to course prerequisites and course competencies and an increasing focus on outcomes assessment in instructional programs also will have an impact upon the success of underrepresented groups of students.

Black Hawk College. The Diversity Program is an ongoing, district-wide effort to develop, support, and monitor college initiatives that encourage greater individual and institutional awareness, understanding, and valuing of the College's similarities and quality services to its constituents. Black Hawk College's effort to serve underrepresented groups integrates the Diversity Program into the existing institutional organization and structure and promotes the institution-wide responsibility to address underrepresented groups' needs.

Black Hawk College's primary thrust is to target special need or special population employee and student groups. This allows the college to concentrate on eliminating barriers to access, improving retention, and ensuring positive outcomes for all students and employees. For example, the Brothers on Campus effort is open to all males on campus and serves as a support group that impacts retention of all participants in the program. This has resulted in progress toward the development of tracking systems, seamless curriculum, community involvement, and better outcomes assessment efforts that benefit all students, including minorities. The College's Ad Hoc Minority Employees Committee advocates the inclusion of minorities in the hiring, committee, promotion, and other important processes of the College. The key is to insist that all issues and concerns be

addressed on an equitable basis. Issues of sensitivity, equitable access, discrimination, monocultural-racial curriculum, and others impact all students and employees.

Key components of the institutional model and their home in the institutional organization are:

1) Women's Resource Program--Outreach; 2) Multi-Cultural affairs Office, BOC, BSU--Student Services & Student Government Association (SGA); 3) Diversity workshops--AA/EEO Office; 4) International Student Group--Faculty and SGA; 5) Information Referral and Retention (IR&R) Outreach; 6) Retention Center--Student Services; 7) Carl Perkins Grant--Vice President for Academic Affairs; 8) English as a Second Language--Outreach; 9) Opportunities Program--Outreach; 10) Literacy Is For Everyone--Outreach; 11) Transfer Center--Student Services; 12) Special Student Services Program--Student Services

City Colleges of Chicago--Richard J. Daley College During fiscal year 1994, Richard J. Daley College increased its services to women, minorities and persons with disabilities. The community surrounding the College is changing to reflect a growing population of underrepresented groups. This change also is adding to the diversity of the College. Daley College is committed to meet the needs of this population and has shown evidence of this in the statistics reported in the College's Underrepresented Groups report. Recent changes in college administration reflect this diversity as well.

Next year promises to be an even more fruitful academic year with a commitment to major efforts in marketing, outreach, and recruitment. Underrepresented groups will be an important priority in this endeavor, not only in the enrollment process but also in terms of retention and completion of programs.

City Colleges of Chicago--Kennedy-King College. Kennedy-King College, a comprehensive urban commuter community college, serves a student body that is 89 percent minority and 60 percent female. Kennedy-King College offers a broad scope of instructional and noninstructional programs and services to recruit and assist students in reaching their educational goals. The University Transfer Center helps minority students clarify their academic goals, become better focused, and maintain motivation. The Building Opportunities Program, which serves teen and adult single parents, boasts a retention rate of 82 percent from fall 1993 to spring 1994. The Benjamin E. Mays Academy offers high school dropouts the opportunity to earn a high school diploma.

Funding through the Special Populations Grant helps support programs, such as the Academic Computing Service Center, the Academic Enrichment Center, the Audiovisual/Media Center, the Career Center, PALS learning lab, and the Educational Development Lab.

Several intervention and retention strategies have been implemented at the College. High school partnership programs, extended orientation, precollegiate programs, and increased academic support activities aid retention of inadequately prepared students. The extended orientation approach is in the form of a counseling class that has raised retention of first semester freshmen to 63 percent in spring 1993 from 47 percent in fall 1992.

City Colleges of Chicago--Malcolm X College. Malcolm X College is a comprehensive community college located on Chicago's west side. The College offers innovative programs to meet the educational and cultural needs of students from many ethnic, social, and economic backgrounds. The fiscal year 1994 combined enrollment of over 34,000 places Malcolm X College second in District #508. This enrollment reflects an increase of 24.1 percent from fiscal year 1990. According to the 1993-94 Consumer Report, Malcolm X College student body is 44 percent African-American, 43 percent Hispanic, eight percent White, four percent Asian, and one percent Native American.

The instructional staff at Malcolm X College is a diverse one. Of the 90 full-time faculty, 68 percent are African-American, 17.7 percent are Asian, 12.2 percent are White, and 2.2 percent Hispanic.

In fiscal year 1994, approximately 35,000 underrepresented students (duplicate count) received special tutoring, counseling, advising, testing, and other services. The newly expanded Latino Center is focused on the needs of the large Hispanic student population at Malcolm X College. It provides a variety of services to students including recruitment, tutoring, and advising. The Center is international in scope and addresses the needs of a multicultural student body. The Academic Support Center and the Personalized Curriculum Institute offer tutorial support to students with skill deficiencies, while providing testing and other services.

City Colleges of Chicago--Olive-Harvey College. Olive-Harvey College provides a central focus for education and training to 19 communities at the far southeast side of Chicago. During fiscal year 1994, 18,384 students distributed across credit and noncredit programs enrolled at Olive-Harvey College. Sixty-one percent of the students enrolling were women. In ethnic distribution, 82 percent of students were of African-American descent and 13 percent were Latino.

In response to the needs identified in the Chicago Far South Side Economic Environment Scan, Olive-Harvey College moved to refine programs and services. Priorities, goals, and objectives for improving enrollment, retention, student outcomes, and student achievement were established. Among those objectives accomplished were: 98 percent accurate placement of all entering students into appropriate courses based on test scores in mathematics, English, and reading; 10 percent increase in services provided to potential transfer students to four-year colleges and universities; and the achievement of tech-prep programs in architecture and electronics with six public high schools.

Programs for the underrepresented students have not changed significantly since last fiscal year. However, during fiscal year 1994, the College received funding from the U. S. Department of Education and the Higher Education Cooperation Act (HECA) grant to support the Future Teachers of Chicago. The program is a partnership of Chicago public and nonpublic schools and organizations formed to recruit and support primarily minority students for careers in teaching and educational leadership in the Chicago schools.

City Colleges of Chicago--Harold Washington College. Serving a student body largely composed of underrepresented groups members, Harold Washington College provides a range of services and programs that support the needs and educational progress of underrepresented groups. Some services and programs are provided for the entire student body, such as academic advisement, the Financial Aid Office, and the Transfer Center. Others target certain underrepresented groups, including the Special Needs Center for disabled students, the Academic Support Center for special population students, Project Opportunities for students on AFDC, and Spanish GED-TV for Spanish-speaking Students. The College has taken up a TQM initiative and is focusing improvement efforts on its student services, services which are critical to ensuring a positive quality experience for underrepresented groups at the College. Staff from underrepresented groups have had opportunities to serve in analytical and decision-making roles as they participate in the TQM problem-solving teams. As the College assumes new leadership and reorganization occurs, changes will be made in efforts to benefit the College's underrepresented students.

City Colleges of Chicago--Harry S Truman College. Harry S Truman College is a comprehensive community college located in Chicago's uptown community. It is the largest of the Chicago City Colleges with a fiscal year 1994 enrollment of over 37,500 students in all programs and the second largest community college in the state of Illinois. It also is the most ethnically diverse community college in Illinois with almost 69 percent of all students coming from underrepresented groups. The College serves not only African-American, Hispanic-American, Asian-American, and American Indians, but also the largest groups of immigrants and refugees ever gathered within a

community college in Illinois. Truman College serves the highest number of Asian and Hispanic students in the state as well.

The faculty and staff reflect this diversity, as over 43 percent of all employees are members of underrepresented groups. All underrepresented groups, except for American Indians, are reflected in the credit faculty, which is 25 percent minority. There are no American Indian faculty members in the Chicago City Colleges.

In fiscal year 1994, over 26,000 underrepresented students received special tutoring, counseling, advising, testing, and other services ranging from child care assistance to transportation. Truman College has increased the enrollment of underrepresented students in its College credit program by over six percent since fiscal year 1990, and has graduated more Asians, over 128, than any other community college in Illinois, and ranks 46th in the United States for graduating Asians.

The number of African-American and Hispanic students enrolled in the credit program increased slightly (one percent) in fiscal year 1994. Hispanic students increased the number of degrees earned in fiscal year 1994 by over 21 percent.

City Colleges of Chicago--Wilbur Wright College. The examination of Wright College's programs, participation, and commitment to underrepresented groups has been beneficial to the College. Faculty and staff efforts to address these requirements have resulted in spirited discussions about the appropriateness of course objectives, textbook choices, teaching methods, and administrative procedures. The examinations of the role of the three divisions of the College, the relationships between administrators, faculty, staff, and students, and the place of the College in the community consistently have yielded a clearer understanding of the issues. Indeed, all who have contributed to these programs have been able to identify achievements and to recognize the new challenges the College faces as it moves into the 21st century.

Danville Area Community College. Danville Area Community College, through its Continuous Quality Improvement initiative, continues to strive to meet goals and objectives designed to increase the participation and achievement of minority, female, and disabled students and staff, as well as to promote and support a campus climate which welcomes and reflects diversity with respect to ethnicity, culture, and gender. Highlights for this past year include the establishment of a separate budget for the Student Human Relations Council expressly for the purposes of supporting activities which promote the representation and achievement of minority students and which serve to enhance the overall quality of minority student life. The Mentoring Program nearly doubled in its second year of operation with 38 minority students being matched with 32 mentors from campus and the community. Campus-wide, faculty and staff participated in two in-service programs on diversity this past year which were designed to promote awareness and increase sensitivity with respect to ethnicity, culture, and gender differences.

In promoting representation and achievement of female students, the College received from the U.S. Department of Labor a nontraditional grant in the amount of $130,000 to be utilized over an 18-month period for the recruitment, training, and placement of students into nontraditional jobs. The "New Directions" funding is serving to compliment and expand the College's existing "Options for Women" program, which is supported through Building Fairness monies. Additionally, through the Opportunities Program, the federally mandated JOBS Program, the number of female students recruited into education and training programs has more than doubled in the two years the program has been administered on campus. Services to students with disabilities have continued to increase as well as the numbers served through the Special Populations Office. Data for this past year indicate a 15 percent increase over the previous year.

With respect to staff, a Part-Time Job Fair was held to attract and employ minority candidates into part-time teaching positions. The long-term objective of the project is to promote part-time

minority faculty into full-time positions as vacancies occur, thus increasing minority representation in the faculty ranks. Lastly, an employee of the College who is a minority female was promoted this past year to an administrative position which reports directly to the President of the College.

College of DuPage. College of DuPage continues to strive towards meeting the needs of its diverse student body. Considerable efforts have been made towards improving the retention rates of all students. The College is implementing a Probationary Student initiative that will require intervention for students who are not making satisfactory progress. A New Student Orientation program was developed and implemented this year. In order to assist students in difficulty, interventions are planned for students who continuously withdraw from classes. The College is presently studying a proposal to implement a required Reading Placement Test. A Student Advising Center also has been established in order to better serve all students.

Significant efforts have been made towards keeping faculty and staff aware of issues facing underrepresented students. A college-wide workshop was held in order to make faculty and staff aware of issues of diversity in higher education. Staff development courses on diversity and social aspects of disabilities have been offered in order to assist faculty in working more effectively with a wide variety of students.

Project Path provides students with disabilities the opportunity to gain meaningful employment and overcome barriers to education and to the work force. This model project is in its third year and provides services to learning and physically disabled students. Students also have received special assistance through the newly developed Math Center and Writing Center, providing one-on-one assistance in these problem areas.

Finally, through its many cultural activities and co-curricular offerings, the College has sought to increase understanding of all cultures by offering a wide array of activities for members of the college community and the community-at-large.

Elgin Community College. Elgin Community College has established many programs and services primarily designed to facilitate the success of minority, female, and disabled students. The 11.4 percent of fiscal year 1994 graduates who are minorities is the highest level recorded in the College's history, having increased steadily from seven percent in fiscal year 1990. The College offers 18 services specifically targeted towards minorities. Most significantly, Elgin received continued funding for its Minority Transfer Center, and its Special Services grant continues to provide a variety of minority-targeted services. In fiscal year 1994, the Affirmative Action officer position was upgraded to full-time.

A majority (54.6 percent) of Elgin's student population is female, and its representation in the pool of graduates is even higher (60.4 percent). The College continues to provide and attract grant funds to provide programs targeted towards the needs of female students. The College also continues to provide and attract grant funds to provide programs targeted towards the needs of disabled students, the service levels for which have risen significantly. Minority employee levels have increased from 10.9 percent of all full-time staff in 1987 to 17.6 percent in 1994, and females currently occupy 58.6 percent of such positions.

Elgin has created a special orientation component to emphasize diversity at the College. The College also offers a diversity unit within all sections of four of the general education courses. Such courses were completed by 3,188 students, accounting for 67.2 percent of all transfer program enrollees completing 18 or more for-credit courses in fiscal year 1994. Elgin has increased its offerings of faculty development workshops on diversity. Also, last fall, the College offered a graduate-level course "Celebrating Diversity in an Educational Setting" as a no-cost staff option, and the full enrollment in the course motivated the College to offer it again this fall.

William Rainey Harper College. William Rainey Harper College serves a district population of approximately 500,000. Based on the 1990 census, minorities comprise 12 percent of the population. Harper's credit student enrollment is approximating 20 percent, indicating that minorities are well represented at the College.

Student Development faculty at the College have taken a lead role in creating a hospitable environment for all special populations at the College and are conducting diversity training at the institution. The offices of Admissions Outreach and Multicultural Affairs have developed a comprehensive recruitment plan targeting multicultural students at different educational levels and in the community in general. The reorganization of the Women's Program has resulted in increased visibility, thereby increasing exposure to students and resulting in greater numbers of women served.

Heartland Community College. Heartland Community College is committed to creating an environment to support the needs and aspirations of populations traditionally underrepresented in higher education. This commitment is exemplified in the data illustrating that the student population and staff of the College mirror the district population. However, even though the College is relatively new, the faculty and staff have taken several important steps toward building the structures and traditions supportive of underrepresented populations.

Several organization structures provide advocacy and services for underrepresented populations. The two most important are the Academic Support Division and the Student Services Division. The Academic Support Division includes tutoring, computer services, tracking of special populations, and student success courses. In addition, the Academic Support Division operates the Special Populations Program which contacts students several times a semester to alert students to the services available to assist them. The Student Services Division has started to establish a supportive environment through responsive advisement and through student activity groups. Last year new student activities groups were formed such as the Minority Students Club, the Multiculturalism Society and the Returning Student Association. Student Services has also administered services for the physically challenged students by providing readers, note-takers, signers and special equipment.

Another structure that has been established at the College to support underrepresented populations is the Learning Outcomes Department for Cultural Diversity and Global Awareness. This is a cross-disciplinary group of faculty and administrators who work to establish and assess learning outcomes that center on diversity and multiculturalism.

Besides these structures that systematically address the needs of underrepresented populations, the college has established traditions that focus on bringing awareness and that act as an impetus for further progress. The best example of this is the annual cultural diversity day held each spring. This day celebrates diversity through symposiums and discussion groups. Speakers are invited and sessions are open to students and staff.

Finally, to make diversity part of the culture and tradition of the College, Heartland Community College has committed to establishing an institutional plan for cultural diversity. Last year the College developed a draft of a plan that is being carried forward and developed in fiscal year 1995. Once completed, the plan will be implemented over the next several years.

Highland Community College. Highland Community College has placed a strong emphasis on the retention of students in general and retention of underrepresented students in particular. The retention rate of those students taking six credit hours or more in the fall semester and returning in the spring is 81 percent for the general student population and 88 percent for targeted populations of underrepresented groups. This improvement in retention is the result of a long-term process. An awareness and welcoming of diversity have been key underpinnings of this progress. The development and implementation of programs based on research findings have provided the means whereby real support can be provided.

The enrollment at Highland has decreased, but the portion of minorities (seven percent) and females (64 percent) has remained the same. The number of disabled students seeking assistance has increased. The types of programs used with underrepresented groups are effective with all students that need additional support in order to realize success at the community college.

Illinois Central College. With a goal of enhancing the academic and personal development of all students through a full range of support services, Illinois Central College has improved participation and achievement of underrepresented groups through the continuation of several programs designed to meet their specific needs. Overall, the number of minorities enrolled has increased slightly from 8.14 percent of total enrollment to 8.73 percent. Within this gain, African-American enrollment has increased .26 percent. The College's number of females enrolled in fall courses has increased two percent. These numbers reflect the efforts of both college-wide services and specialized student services programs.

Recognizing that disadvantaged students need help in realizing their potential for successful completion of an educational program, the Student Support Services Program facilitates their transition to the next level of higher education. The Minority Transfer Center encourages more minority students to continue their education beyond a two-year associate degree. Minority student development programs are made possible by a major local employer through the Young Scholars Program. Academic support and student activities, such as educational trips and tours, motivate minority students to seek intellectual and personal development. Establishing career goals and overcoming employment barriers for AFDC recipients is the focus of the Opportunities Program. This program depends upon the cooperation of several agencies to supplement supportive services during the student's educational pursuit. Academically and economically disadvantaged students are assisted by the Special Academic Services program. Supplies and equipment required by the Perkins funded vocational programs are provided as well as tutoring and counseling. Through Project Opportunity, minority students learn about university and college life. All of these programs are continued programs resulting in greater participation of underrepresented groups. Word-of-mouth recommendations from former students and referral from the student services network are both testimonies to the success of these programs.

Illinois Eastern Community Colleges. Illinois Eastern Community College (IECC) district, located in southeastern Illinois, draws most of its students from the community college district which it serves. There is a very low enrollment of minority students. The district maintains a network of services to assist underrepresented students attending the institutions. These include, but are not limited to, Single Parent, Displaced Homemakers, Upward Bound, ICCB Special Populations Grant, ISBE Carl Perkins Grant, Title III Strengthening Institutions Grant, and Success Network Program.

A new Title III Strengthening Institutions Grant was awarded to IECC. The goals of Title III are linked to the goals of IECC's Long-Range Plan and include two major activities. Activity I is designed to improve student success and retention by providing support for IECC's advisement services. Activity II is geared toward improving the quality of the district's occupational curriculum by instituting a new curriculum revision plan and acquiring new equipment. A district-wide committee was formed to review present district policies, procedures, curricula, personnel, and accessibility in relation to the Americans with Disabilities Act guidelines.

Illinois Valley Community College. The following is an overview of the highlights of activities for 1993-94.

The Student Retention Grant provides academic intervention activities to at-risk students, developed and initiated a new College student placement testing in the senior year in the district high schools plus a new, meaningful approach to student orientation called Right*Start Seminars. In fiscal year 1993, 1,546 students were assisted while 2,021 students were assisted in fiscal year 1994. This was the second year of the three-year grant. Illinois Valley's efforts are helping to retain students in

academic trouble. In addition, the College has made an effort to retain students and to increase completers of certificates and degrees. From fiscal year 1991 to fiscal year 1994, the College increased the number of completers from 507 to 758 (a 67 percent increase).

The Career Planning and Job Placement Center has been in operation for the past two years (fiscal years 1993 and 1994). The growth of service to students and the number of companies enrolled has increased dramatically. In fiscal year 1993, there were 1,100 job inquiries while in fiscal year 1994, there were 1,575. In fiscal year 1993, there were 716 students and 765 companies enrolled with 363 students hired. In fiscal year 1994, there were 952 students and 783 companies enrolled with 521 hired. The annual Job Fair has been very successful. In fiscal year 1993, 1,500 people attended with 50 companies represented and 70 job openings listed, while in fiscal year 1994, there were 1,450 attendees, 67 companies listed, and 114 jobs listed. An internship program was started in fiscal year 1994, and a significant effort will be made in fiscal year 1995 to develop this increasingly important program.

The Special Student Needs and Assessment Center completed its second year of operation. In fiscal years 1993 and 1994, approximately 180 students with special needs (learning disabled, LEP, hearing impaired, and physically handicapped) were served, plus special disabled parking permits were disbursed by the Dean of Student Development Office. In terms of new college employees, the College hired four new female and two new male instructors in the four academic divisions. Cultural diversity issues are being addressed in courses where appropriate.

Joliet Junior College. Project Advance and Special Needs Programs continue to provide evidence of strong support for minority and disabled student retention and learning. In fiscal year 1995, the master planning and continuous quality improvement (CQI) efforts will provide action plans to address in a significant and comprehensive fashion the issue of access and achievement of all students including those from underrepresented groups. One CQI effort that will start bearing fruit this year will be the Quiz Bank program being set up in the College's Academic Skills Center, a program patterned after one at Illinois Institute of Technology. In fiscal year 1996, there will be other initiatives having significant impacts on student success including students from underrepresented groups.

Kankakee Community College. The College strives to enhance the participation and achievement of underrepresented groups through a series of grant programs as well as institutionally funded programs. It is particularly proud of two new programs, the federally funded "Innovations in Postsecondary Articulation: Advancing Opportunities for Community College Students at Historically Black Colleges and Universities" and the institutionally funded Office of Retention. Both are designed to assist students from underrepresented groups to succeed at the College. The Innovations program, coupled with the Upward Bound program and the College retention office mentoring programs, provides continuous programming and support for students through high school and the College until finally transfer to an upper-level college or university. The College has expended considerable resources for the critical programs that support underrepresented groups and is committed to the future success of underrepresented, and all students.

Kaskaskia College. Kaskaskia College has been active in assisting, recruiting, and retaining members of the underrepresented groups both to increase the participation and to improve the achievement of those students and staff. Specific educational goals were established to assist underrepresented groups members in availing themselves of the offerings of the College, and 22 programs were conducted to provide or to compliment those offerings. One program, the Child Care Center, is highlighted because of the obvious impact the program has had on the college community generally and targeted students and children specifically. A second program, the College Enhancement Center, supported with Special Populations Grant funds, also was noted for its specialized and individualized instruction.

The total staff of Kaskaskia College is concerned about the serious situations of many minority, female, and disabled students due to economic conditions, family circumstances, health problems, etc. These staff members are exhibiting a great deal of understanding and assistance to help students improve their lifestyles with education and skill acquisition. Although many of the staff members are stretched to the limit with the requirements of their jobs, they continue to treat students with courtesy and respect as individuals and not as bothersome numbers.

The College Enhancement Center and the Child Care Center were reviewed during 1994. The programs were found to be fulfilling the designated purposes and meeting the established goals through appropriate scheduling, staffing, and commitment to service.

Kishwaukee College. During the academic year 1993-94, Kishwaukee College continued making progress toward increasing the participation and success of underrepresented groups of students and staff. This progress has continued to be achieved through the combination of supportive committee work, instructional and support services, and special events and programs focused upon one or more of the underrepresented groups.

Regarding minority students, the College continued to enroll a higher percentage of minority students (17 percent) than is reflected in the district population (6.4 percent). This indicates a supportive campus climate which the College is working to improve through special annual events like Black Heritage Month, International Week, Fiesta Hispano-Americana, and staff development activities on diversity issues. Some other positive results for minorities include: a 56 percent enrollment increase for Black students since fiscal year 1991, Spanish G.E.D. and Spanish G.E.D. Testing programs that have assisted 106 Hispanics, and an increase in Hispanic enrollments in college-level programs as more transition from G.E.D. and E.S.L. programs. Also of note, the majority of Hispanic (87 percent) and Black (66 percent) students enrolled in college-level courses maintained good academic standing in fiscal year 1994.

Enrollments reflect greater numbers of females, with fewer on academic probation (eight percent versus 16 percent for males) and a higher completion/graduation rate (43 percent versus 34 percent for males). An annual Women's History Month celebration, Nontraditional Careers Conference, and a $28,000 state grant for a nontraditional career counselor has resulted in 52 females enrolling in nontraditional programs during fiscal year 1994 as compared to 35 in fiscal year 1992.

Regarding students with disabilities, 126 students were accommodated by the Special Needs Counseling Services, while the ABE for Mentally Disabled $3,500 grant provided 23 adults with classes to assist them. This is a 100 percent increase in the number of students served who had a disability when compared to fiscal year 1992.

In addition to the programs already summarized, the College provides a number of noninstructional and instructionally related services and activities to increase the success and retention of all students. As described in the Illinois Board of Higher Education's Focus Topics, many of these programs and services help ensure that underrepresented students are also successful. These include: LD testing services, bilingual staff and testing for GED, mandatory advisement and placement testing, multicultural events, and committee-directed activities on diversity, gender issues, and retention. Instructional-related activities include: classroom research techniques, curriculum infusion with more multicultural and gender conscious contents, more part-time minority and female instructors, new scholarships to attract women to nontraditional careers, and more varied teaching methods including hands-on and group types of learning. Staff development efforts for faculty and staff have included topics on multiculturalism, gender, and students with disabilities. Future efforts involve an all-college staff retention workshop. The College is encouraged by the success of its diversity of activities and services to students and believes that underrepresented groups are also benefitting from them.

Looking at the employment of underrepresented groups, the College continues to have the most success in hiring females, with the total percentage of female employees at 64 percent. The College also employed several more staff with disabilities (6.8 percent) this past year as compared to fiscal year 1993. Unfortunately, the percentage of minority staff is still low in relation to the minority population in the district and percentage of minority students enrolled. Efforts continue to try to attract more minority applicants to openings.

The fiscal year 1994 institutional progress in increasing the College participation and success of underrepresented groups was achieved by a combined campus effort from staff and students, as well as the contributions of special events and programs. In fiscal year 1994, these special programs had a combined budget of $47,200 and served 307 students.

College of Lake County. Fiscal year 1994 marks the successful completion of the College of Lake County's third and final year of its three-year planning cycle for fiscal years 1992 through 1994. A wealth of activities were carried out in fulfillment of the College's goals during the final year of the cycle. Assessment was a major theme under the goal, quality education, and the College made significant progress in this area in the past year. Computerized Adaptive Testing to measure basic skills was implemented at the Grayslake and Lakeshore Campuses and at the Southlake Educational Center. Extensive research of academic standards resulted in a decision to raise the minimum ACT score for Category I admission status. A comprehensive system of course prerequisites indicating course requirements for mathematical, reading and writing skills was developed and will be included in the 1994-95 college catalog. An enhanced advisement system and requisite modifications to the registration system were successfully implemented for the spring semester 1994 registration.

Outreach efforts to attract and retain students from the diverse populations of the county were expanded to include FYI, a newsletter created to inform high school counselors about the College's programs and services. Twenty-one students participated in the College's second annual tour of historically black colleges and were familiarized with the articulation agreements developed between the College of Lake County and the visited colleges.

The Learning As a Challenge Committee was formed to consider ways in which the academic success of African-American, Hispanic, and other students could be furthered at the College. With cooperation from the professional Growth Center, several workshops on a number of issues related to diversity were offered during the year. The group also discussed ways in which student learning can be supported, as well as the curricular and pedagogical implications of Dr. Claude Steele's work. For the 1995 fall staff development week, a workshop has been planned on multicultural curriculum development. Four of the ten new faculty members for the academic year 1993-94 are members of underrepresented groups.

Approval and funding were received for Phase I of the College's ADA compliance project to continue to bring the Grayslake and Lakeshore Campuses into compliance with ADA standards.

Lake Land College. Lake Land College used major budget allocations to provide services to disabled students and single parent/homemakers. The Special Needs Counselor continues to be a member of the Americans with Disabilities Committee, Chairperson for the Program Accessibility Committee, and also became a member of the Illinois Committee on Black Concerns in Higher Education. In addition, a Special Needs Open House was held to aid in the recruitment and retention of students with disabilities. The College experienced a 64 percent increase in the number of students identified with disabilities (increased from 85 students in fiscal year 1992 to 133 in fiscal year 1994). Continued growth in students with learning disabilities has resulted in an aggressive assessment policy and more allocations allotted for tutoring.

The Single Parent/Homemaker Training Program assisted single parent/homemakers to gain marketable skills through career exploration, vocational training, and pre-employment skill

development. In order to increase awareness and enrollment, information was distributed and visits were made to many service and employment organizations. More emphasis was provided to encourage teen parents who were still enrolled in high school to continue their education. A Single Parent/Homemaker Program participant was nominated ICOVE'S Outstanding Special Populations Student for 1994.

The Affirmative Action and Sexual Harassment Committee, established in fiscal year 1993 by the Lake Land College Board of Trustees, received approval on an updated sexual harassment policy. Four Sexual Harassment Information Centers were developed and staff trained individuals to serve as information advisors on the subject of sexual harassment. Advisors can provide information about the College policy on sexual harassment and procedures for resolving complaints. However, advisors will not give out legal advice and/or opinions regarding the merits of the individual's charges.

In addition, the Americans with Disabilities (ADA) Committee has completed its study of the policies, procedures, curriculum, hiring practices, and accessibility in relationship to ADA guidelines. The committee will submit its recommendations and a timetable for completion of all accessibility projects to the Board of Trustees during fiscal year 1995. Automation of selected doors was completed in October of 1993 in an immediate effort to increase accessibility of Lake Land College's buildings to those with physical disabilities.

All Lake Land College's Search Committees for faculty replacement are being assigned with female representatives and the Vice President of Academic Services will be implementing a new recruitment effort in a two to three state area to increase minority and female applicants.

Lewis and Clark Community College. Lewis and Clark Community College is very dependent on resources and individuals from several local community agencies and works cooperatively to foster educational and occupational opportunities for individuals who have traditionally been underrepresented. The College's goals are to increase enrollments, improve retention rates, strengthen program completion rates, and increase job placement and/or university transfer success of individuals who are members of these groups. The College provides an array of special support services through several externally funded programs described in its report. Without such funding, it would be extremely difficult to commit an equal amount of institutional resources without endangering the most basic academic organization.

The Inclusion Project, which offers postsecondary educational opportunities to people with developmental disabilities, will take on a more formal structure in fiscal year 1995. The College Readiness Institute will continue to help the College move into elementary and secondary education, especially within the minority community. The Women's Center continues to keep the issues related to women in postsecondary education and women in nontraditional roles on the forefront. The staff associated with the Student Support Services program and volunteers from the local center for independent living monitor the construction projects in order to assure program accessibility for students with disabilities.

Lincoln Land Community College. Lincoln Land Community College has demonstrated a strong commitment to students of underrepresented groups during fiscal year 1994. All college-funded programs designed to serve minorities received increased funding or funding equal to the present year. Efforts to attract qualified minorities and females to the College resulted in positive hiring outcomes. The joining of several campus programs with community agency efforts appears to have been successful as fall 1994 minority enrollment increased at a higher rate than ever before; special needs and special populations students experienced funding and service levels that demonstrated a college-wide awareness of their unique learning and facility access situations; and the entire college community achieved a higher level of enthusiasm for those programs and the students served by and through them.

John A. Logan College. A committee composed of faculty, nonteaching professional staff, and operational staff representing both sexes and minority groups was formed to conduct this review. This group is the Research subcommittee of the larger Minority Concerns Committee. The committee reviewed enrollment data by major, race, gender, and students with disabilities; a comparison of student GPAs by major, race, gender, and students with disabilities; a breakdown of students on probation and students withdrawing from the College by race, gender, and students with disabilities; placement data; and a breakdown of College employees by race, gender, and persons with disabilities.

The key to the success of minorities at John A. Logan College is a permanent "Minority Concerns Committee" (established in 1989) to evaluate the delivery of services, including academics, to all minority students. The Minority Concerns Committee is chaired by the Vice-President for Administration to lend strong support for the endeavors of the committee, and is comprised of other administrators, teaching faculty, nonteaching professional staff, and students. (The Black Student Association is a key element on this committee). The committee functions on information submitted by committee members and the Black Student Association. The main committee meets on a monthly basis but subcommittees meet as necessary.

John A. Logan College also enhances its recruitment, retention, graduation, and transfer efforts for minority students through its Minority Transfer Center funded through a Higher Education Cooperation Grant (HECA) program of the Illinois Board of Higher Education. The College works in close cooperation with Southern Illinois University at Carbondale. Additionally, the following programs exist to improve the campus climate for minority students: Black Student Association; Single Parent/Displaced Homemaker Program; Deaf and Hard-of-Hearing Services; the International Club; and Disabled Student Services.

McHenry County College. McHenry County College has continued its strong commitment in many ways to improving the participation of underrepresented groups and to ensuring a proper working and learning environment for everyone. These include: 1) addressing the educational needs of minority students through "Bridge" courses in reading, writing, and speaking skills; 2) a bilingual computer literacy class; 3) conversational Spanish classes completed by 14 faculty and staff members; 4) a Cultural Diversity Steering Committee; 5) an Hispanic Advisory Council; 6) career decision-making classes for 24 LEP students; 7) support for 152 otherwise qualified students with disabilities through means such as tutoring, sign interpreting, and taped books, and through staff development and in-service activities; 8) meeting the needs of female students through means such as orientations, counseling, career classes, resource materials, and events, such as "No Always Means No" and "Lucrative Careers for Women in Science and Technology"; 9) continuing to be proactive in recruiting and retaining faculty and staff from underrepresented groups as evidenced by successes in the Math and Physics departments among others; and 10) guarding against sexual harassment and racial, ethnic, and religious intimidation.

Moraine Valley Community College. During the 1993-94 year, Moraine Valley Community College continued to reaffirm its commitment to the underrepresented populations of its district. The establishment of institution-wide strategic directions that complement its newly ratified mission and purpose statement further illustrate the College's sense of responsibility in this area. The strategic directions call for equal opportunity and access to education for all who can benefit while reaching out to the underserved populations within the community, and an atmosphere which encourages cultural diversity, fosters multicultural experiences, respects human rights, and understands the interdependence of all people and groups.

Through the collective efforts of various campus programs designed to support underrepresented populations over this past year, the College has improved the academic persistence rates, .6 percent among its Black students and 8.7 percent among its Hispanic students. Women continue to maintain a strong presence on campus representing between 55 to 57 percent of the total population enrolled, and 238 students with disabilities received services through the College, as well.

Morton College. Morton College encourages members of underrepresented groups to participate in all of its educational programs and to seek employment at the College in positions for which they qualify. It also offers services to underrepresented groups to increase their success as students and employees. Data reviewed for the *Fiscal Year 1994 Underrepresented Groups Report* suggest that Morton College has been extremely successful in attracting minority and female students, and employing females in faculty and classified staff positions. It has been somewhat less successful in employing minority group members, especially in faculty and administrative positions. To increase the number of minority group members in these positions, Morton College has joined with other area community colleges to form a minority group curriculum vitae data bank. Resumes are solicited by advertising in several prominent national minority publications. Morton College also advertises in the *Chicago Tribune* whenever professional jobs become available and has placed advertisements in metropolitan Spanish language newspapers. Unfortunately, these efforts to recruit minority group members for faculty and administrative positions have met with limited success.

Although the number of minority students has increased dramatically in recent years, Morton College is concerned that they appear to have lower graduation rates than do other first-time degree/certificate seeking students. For example, at the end of the 1994 spring semester, the graduation rate of 96 first-time degree/certificate seeking minority students who began their studies at Morton College in the 1991 fall semester was 11.4 percent. The graduation rate of all first-time degree/certificate seeking students from the 1991 fall semester cohort (N = 400) was 25.2 percent. It may be that a disproportionate number of minority students begin their studies in precollege-level courses and need more time to complete their requirements for a degree or certificate; or they may be more likely than other students to pursue their degree or certificate on a part-time basis.

Female students have outnumbered male students at Morton College for many years. In addition, they achieve higher retention and graduation rates, and generally earn higher grades.

Although some evidence suggests that more disabled students are attending Morton College now than in the past, the number remains relatively small. Information about disabled students and the services available to them, which was compiled during a Self-Study in preparation for a comprehensive evaluation by the North Central Association (NCA), is relevant. Six percent of a sample of students who completed a questionnaire used by one of the NCA Self-Study committees reported being disabled in some way. Based on information from the questionnaire, disabled students resembled students without disabilities in some ways and differed in others. They reported spending about the same amount of time studying outside of class and expected to earn only slightly lower grades; but were more likely to be in the Learning Resources Center in excess of six hours a week and were less likely to be preparing for transfer to another college or for future employment. Disabled students seemed to be satisfied with the services available to them. They were especially appreciative of the attention they received from the staff of the Counseling Center.

Oakton Community College. Oakton Community College is proud of its activities and programs to provide educational opportunities and support services to students and staff from underrepresented groups and special populations. As noted throughout fiscal year 1994 reports, the College draws students from throughout the world, many recent immigrants to this country whose language background is not English. They bring a rich array of experiences and expectations to Oakton, which often becomes their vehicle for learning about "mainstream" America. At the same time, responding to their diverse needs is challenging and exhilarating, especially when resources are constrained.

During fiscal year 1994, the College's new mandatory assessment policy was developed. It became effective in fall 1994, but the first impact began to be felt in spring 1994 for students seeking advisement and registration for the fall 1994 semester. Also during fiscal year 1994, a semester-long faculty seminar on Multiculturalism in the Classroom engaged faculty members in an intensive examination of more effectively working with students from diverse backgrounds, incorporating material derived from many cultures into their courses, and accommodating the instructional

methodologies and assignments to a multicultural student population, while maintaining high standards. In-service training on the Americans with Disabilities Act (ADA) sensitized faculty and staff members to the respective rights and responsibilities of the institution and individuals with disabilities. Assessment was a primary focus for faculty in fiscal year 1994, with a number of professional development sessions devoted to presentations and discussions about classroom, as well as program assessments.

As noted in Attachment G of the fiscal year 1993 Update Report on Underrepresented Groups and Attachment F of the fiscal year 1994 Report, the College reviews formally-organized units supporting underrepresented groups as part of the institution's program review cycle, while funded special programs are evaluated according to guidelines of the funding agency and in conformity with the College's proposal to receive funding. The Additional Student Services Instruction Support Team (ASSIST), which coordinates support services for handicapped and special needs students, was reviewed in 1993-94 as part of the Instructional Support Services program review. That review, which was highly positive, noted that when the new Ray Hartstein Campus facility opens with a building that will be accessible to the handicapped there may be an increased need for ASSIST services, bringing the issue of adequate staffing to the forefront.

Parkland College. Parkland College continues its strong commitment to access, equity, and diversity in education. During 1993-94, Access, Equity and Cultural Diversity Projects sponsored the Ford Foundation's Summer Institute on reforming curriculum for Illinois community colleges, as well as a statewide conference attended by over 500 faculty, staff, and students. The conference was titled, "Making Gender-Balance, Multicultural Education a Reality in Illinois Schools." Women's Programs and Services recorded 1,461 contacts, Student Support served 322 students with disabilities. The Transition and Preparedness Programs benefitted 655 first-time college attenders, and the Sex Equity Project served 54 students. Out of 2,717 students planning to transfer, the new Transfer Center identified 551 minorities.

Peer Tutoring, Learning Lab, Orientation 101, and the Transfer Center continue to address retention, particularly of minority and disadvantaged students. The College also adopted an initiative to develop full-time faculty pool strategies, one of which is to recruit and hire qualified candidates from targeted minority groups. In addition, an institutional climate survey was conducted by the Committee on the Status of Women and the need to serve underrepresented groups was underscored in a revised program review format initiated by the Program Review Committee.

Parkland College gained national and statewide recognition with the 1994 ACIIE International Intercultural Achievement Award, and consideration of the Learning Resources Services as a model program for the state of Illinois by the Illinois Community College Board's on-site Grant Monitor.

Prairie State College. Prairie State College is committed to increasing participation of underrepresented groups--minorities, women, and the disabled. Toward this end, the College supports various programs including the office of Minority Student Affairs, Disabled Student Services, Returning Women's Program, Opportunities Program, Affirmative Action/Equal Opportunity Program, and requests continual funding through a Higher Education Cooperation Act (HECA) grant to support a minority educational achievement program. Other programs such as Limited English and Learning Disabilities Workshops, committees such as the AA/EO and Human Relations and Diversity, and various student and employee organizations also address the needs of underrepresented groups.

The demographic breakdown of the employees and students of the College closely matches that of the district served. Enrollment of minorities at the College continues to increase, and preliminary studies of retention indicate that since 1990, all ethnic and gender groups have maintained or increased retention percentages in both the subsequent spring and fall terms. In addition, in fiscal

year 1994, the College experienced a 4.5 percent increase in the number of disabled students served when compared to fiscal year 1993.

The College will be embarking on a study of student retention during fiscal 1995. Some preliminary data gathering in the form of reports and phone surveys has been conducted. Student Retention and Success is one of the College's strategic directions in 1995, and a committee has been formed to lead the effort in this area. However, the College's current ASSET testing, college preparatory courses, Personalized Learning Program, and other student services help students to succeed and continue with their studies.

Rend Lake College. Rend Lake College's efforts to recruit and retain minority students have been concentrated in the Higher Education Cooperation Act grant--Project First Class program by providing an early intervention with students in grades K-12. Project First Class accomplishes this goal by attempting to raise the academic skill levels, self-esteem, and motivation of over 100 minority students in Mt. Vernon, Illinois. Students participating in the program are encouraged at a very early age to plan to attend college. The academic performance of the participants is monitored during the school day in Mt. Vernon City Schools (District 80) and Mt. Vernon Township High School (District 201). The assistance provided by the local school districts, parents, and community organizations makes a significant contribution to the success of the program. The program is evaluated by tracking the success of the students after they complete the program and continue on to college.

Participants are provided tutoring in reading, writing, math, science, foreign languages, and computers. This assistance is available six days a week during the regular school year. Academic enrichment through summer programs is provided in the form of such programs as College For Kids, Tech Prep Camp, Architect Camp, Scientific Exploration, and the Dwight D. Eisenhower Mathematics and Science Education Program Grant, "Video Lab and Kitchen Chemistry" project at Rend Lake College. Additionally, students may participate in MEDPREP Science Camp, Future Scholars, the Minority Engineering Program, Regional Career Preparation Program, Project Upward Bound, the Southern Illinois University Division of Continuing Education's Law Camp, Challenge to Excellence, and Bridges to Other Cultures (SIU-C) programs. The College's special populations students also are served by various grant-funded programs, such as Project Child, the Single Parent, and Early School Leavers programs.

In-service diversity training, sexual harassment training, and culturally diverse events are activities that have heightened awareness of minority issues on campus. Employment goals of minorities and women are clearly outlined in the College's Affirmative Action Report. The College also plans to follow affirmative action procedures in the employment of part-time employees.

Richland Community College. During the past year, Richland Community College's College Futures Program served more than 800 minority youth through its programming and activities. Tutoring, campus visits, and exercises in critical thinking and reasoning were just a few of the activities provided through the College Futures Program. One hundred and thirty African American role models were honored at a special banquet. African American Male and African American Female conferences attracted more than 600 minority youth to the College.

The Transfer Center assisted 240 minority students who were enrolled in transfer programs with transfer information, financial aid, campus visitations, and other assistance. A Minority Community Partners Program was established to provide a link between the College and the Minority Community. The Multicultural Student Enrichment Center sponsored numerous workshops, seminars, and programs to address such issues as racism, cultural diversity, cultural awareness, and gender issues.

A mentoring program between the College and Decatur Area Women's Network was implemented to promote leadership skills among female students enrolled in the Options/Opportunities Programs. Professional staff from the College and the community served as

mentors to females in the Options/Opportunities Program which planned and implemented a Women's Leadership Empowerment Conference. Ten scholarships were awarded to minority students enrolled in the Minority Support for Teaching Program and the Illinois Power Minority Leadership Program.

A braille printer and software were purchased to provide information and material in an accessible format for students who are blind or visually impaired.

Rock Valley College. Although Rock Valley College is just beginning to design specific programs for the recruitment and retention of students and staff, the administration is ever aware of its responsibility to ensure that there is equal access to all of the College's programs and that special effort is put forth to make this information available to everyone interested. As the College becomes more sophisticated in gathering data, better information in tracking underrepresented groups will be available. At this time Rock Valley College knows that efforts are being made to ensure that members of underrepresented groups are aware of position openings. The College also is aware that the reading program is a successful way for all students to be prepared for college credit courses. Rock Valley College is encouraged by the increases, however slight, in minority enrollment, and by the recognition by the Student Commission and other campus groups of the importance of programming and services for a diversified student population.

Carl Sandburg College. At the time of this report, Carl Sandburg College is considering applications for various TRIO programs which consist of six programs for disadvantaged students. The primary purpose of TRIO is to prepare disadvantaged persons for successful entry into, retention in, and completion of postsecondary education. In general, these programs identify low-income, first generation college students and provide them with encouragement, support, and assistance to succeed in their programs. The College also has submitted a proposal for a Higher Education Cooperation Act grant for the "Galesburg Grow Your Own" program for fiscal year 1995. The Building Fairness program terminated its activities in fiscal year 1994 since it received no further funding.

A workshop on Sexual Harassment in the Classroom was one of the awareness activities sponsored by the College this past year.

Sauk Valley Community College. During fiscal year 1994, Sauk Valley Community College continued to provide student support services to increase the participation and success of underrepresented groups. The College's minority enrollment continued to approximate the distribution of minorities within the district with a slight increase in fiscal year 1994. Female students represented nearly 60 percent of the population. Thirty-four disabled students were enrolled, representing one percent of the total enrollment.

A Multi-Cultural Student Association was expanded to include a series of cultural diversity and racial sensitivity programs. A global awareness committee provided a vehicle for more comprehensive experiences. Los Amigos, an organization for Latino students, was established with a focus on successful Latino college students providing college information services to Latino elementary and high school students. Los Amigos sponsored a scholarship fund and served as a model for advancing education for Latino students. A support program for learning disability students was initiated and a half-time Learning Disability Specialist was employed to provide direct student services. Forty-three students were assisted.

A comprehensive student retention program resulted in a retention increase from 46 percent to 62 percent. First-time Hispanic enrollment also increased by 78 percent. A new extended orientation program was implemented and included an objective of developing student awareness of cultural diversity and orientation of new minority students. A special course, "Women in Transition," was offered to address the special needs of returning female students and provide a retention support

group. During the year, College staff participated in a variety of programs which addressed a multicultural approach to teaching and learning.

Shawnee Community College. Shawnee Community College has a mission to provide programs and activities which encourage and preserve multicultural diversity and to develop and promote programs, courses, and activities which enhance life opportunities for all constituencies of the district. Institutional goals are designed to increase the participation and achievement of underrepresented students and staff.

An early alert system has been implemented to enhance the retention of all students. Special emphasis is directed to minority students in an effort to ensure completion of their educational objective. The College continues to achieve success toward employing role models for underrepresented groups. Positive role models in the classroom, as well as around campus, contribute to student success and retention. The success of efforts to empower underrepresented groups is measured through student satisfaction surveys. The Transfer Center continues to increase the success rate of "high risk" students. The Learning Assistance Center provides individualized instruction via the computer.

Faculty development workshops have proven to be an excellent vehicle to emphasize the sensitivity toward students from different backgrounds. The College continues to make progress toward improving the workplace and our society.

South Suburban College. During fiscal year 1994, South Suburban College made significant progress in its goal to improve the participation and achievement of underrepresented students. There is equitable representation of minority students as these minorities are represented in the District's 1990 census. This reflects the successful recruitment of minority students by the College's increasingly multicultural staff, the growth in Community Education, the addition of an Opportunities program to educate welfare recipients, as well as the revision of the College's original retention plan, which is focused on minority students. All of the College's existing grants to serve the underrepresented have received a continuation of funding.

In fiscal year 1992, North Central Association described the South Suburban College's total Student Services effort as exemplary. The programs reviewed in fiscal years 1993 and 1994 received favorable ratings. In fiscal year 1994, the College increased its commitment by serving 10,367 underrepresented students in various programs, having a combined budget of $824,100.

Southeastern Illinois College. In the Southeastern Illinois College district population, the Black population is 1.6 percent and other minority groups less than one percent. The College (excluding educational programs at the state correctional facilities) enrolled minorities as follows: Black, two percent; others, less than two percent. When educational programs at the state correctional centers are included, Southeastern Illinois College enrolled in fall 1993, 14 percent Black, two percent Hispanic, and .004 percent Asian. Attrition among Black students was 10.3 percent in fall 1993 and 7.7 percent in spring 1994. Attrition for the entire student body was 9.5 percent during the fall 1993, and 9.7 percent for the spring 1994 semester. At Southeastern Illinois College, the Special Populations grant program (Developmental Education) offered tutoring services to 556 students during the year. In an effort to improve human relations, the College continues to offer **Connections**, a required training program for the College's staff. Student retention has improved each of the four years the program has been offered.

Southeastern Illinois College enrolled 60 percent female compared to 40 percent male students (excluding correctional education enrollments, which are all male). Female students were found in practically every program including forestry technology, law enforcement, and the correctional officer program. A special needs program was continued for disabled students enrolled in vocational programs. Five disabled students were given assistance through the special needs program last year.

The College learning lab worked with students in each of the three areas of underrepresented groups. Also, the Special Needs Recruitment/Retention Project was altered by the funding agency to work only with disadvantaged students rather than disadvantaged students and minority students as in the past. The Special Needs Program was designated to work with special needs students in "targeted programs" only.

During fiscal year 1994, four females continued to be employed in key administrative positions in a Title III program, other minority part-time faculty members were employed, and one black male continued to be employed as part-time evening supervisor in the fitness center.

Spoon River College. Spoon River College maintains a strong affirmative action program, which addresses several student and staff populations. Minority and nontraditional female students benefit from a number of existing programs, including the Single Parents and Homemakers Program, the Special Needs Assistance Program, the new Sex Equity Grant Program, the Vocational Special Populations Program, tutoring, and workshops to enhance study skills. Faculty members work with students both in and outside of class with study groups, "help" sessions, and at social events. The College's ongoing effort to inform secondary and postsecondary students of nontraditional vocations complements its efforts to assist underrepresented students to reach their full potential. In addition, the College supports a permanent Human Relations Committee, which is working with students and staff on sexual harassment, diversity, and other issues of interest and benefit to all students, including underrepresented students. Staff hiring demonstrates the emphasis of the College's affirmative action program through increases in disabled and minority staff and faculty.

State Community College. No report submitted.

Triton College. Triton College has made significant efforts during the past year to enhance the underrepresented population of the district. Two new committees, the Enrollment Committee and the Committee on Disabilities and Minority Issues, have been formed to address the needs of an ever changing population. Triton College's student population is approximately one-third minority, and the College is committed to ensuring the success of all students.

Nuevos Horizontes, a Triton College Community Center, continues to provide educational opportunities to persons in the community. During the past year, the Center hosted two events, the Citizenship Naturalization Ceremony and Hispano Fest, which reached thousands of community residents. During spring 1994, Triton sponsored the "Rally for Literacy," featuring special keynote speaker Oliver Farres, Consul General of Mexico.

Triton College, through its programs, cultural events, and student organizations, supports its growing population of minority students. The upcoming year promises to further these efforts.

Waubonsee Community College. The institutional goals for fiscal year 1994 clearly reflect Waubonsee Community College's commitment to provide quality education. Analysis of participation has continued to increase. Not only are underrepresented groups attending the College in increasing numbers, but the retention of these students also has increased. Further, analysis indicates that these students are not only being retained at a high rate, but are demonstrating success in the classroom and graduating in greater numbers.

The College continues its commitment to increasing both academic and student development support services to underrepresented populations. The College is focusing on its strategic plan to provide quality educational programs and services to a diverse, multicultural population.

John Wood Community College. Female students, which are in the majority at John Wood Community College, are achieving academic success and completing programs at a rate slightly above their male counterparts. Likewise, the number of students with disabilities has increased steadily over

recent years. Their academic performance has remained steady, but bears some monitoring in the future.

Unfortunately, the number of minority students attending John Wood Community College has decreased by approximately two percent over the last year. Likewise minority students have experienced less academic success during this same period of time. Minority student recruitment, retention, and success need to be closely monitored during the next few years in an attempt to remedy this situation.

APPENDIX II

ANNOTATED BIBLIOGRAPHY OF 1994 IBHE REPORTS ON UNDERREPRESENTED GROUPS

Report to the Governor and General Assembly on Underrepresented Groups in Illinois Higher Education. (January 1994).

This is the sixth annual report on improving the participation and success of underrepresented groups in Illinois public institutions. The report focuses on female, minority, and disabled students and staff. It provides information on statewide policies, programs, and studies, as well as institutional plans and activities to improve representation. The three focus topics discussed in the 1994 report are: improving the campus climate for minority students, improving the recruitment and retention of underrepresented faculty, and improving the recruitment and retention of graduate students from underrepresented groups.

Dwight D. Eisenhower Mathematics and Science Education Program: Federal Fiscal Year 1993 Grant Awards. (January 1994).

This report describes and evaluates projects funded by the Illinois Board of Higher Education under the federal Dwight D. Eisenhower Mathematics and Science Education Program. The program funds projects designed to improve the teaching of mathematics and science at elementary and secondary schools. Several of the projects specifically target underrepresented and disadvantaged students for success in pre-college mathematics and degree completion in math-related fields.

Health Services Education Grants Act Fiscal Year 1995 Grant Allocations. (March, 1994).

The Health Services Education Grant Act distributes state funds through the Board of Higher Education to support the enrollment of Illinois residents in health profession educational programs. This report announces recommended allocations for fiscal year 1994. In dental and medical programs, some funds are allocated to support the enrollment of Black, Hispanic, and American Indian Illinois residents.

Undergraduate Education: Access and Preparation Reexamined. (March, 1994).

This report examines the preparation of students for college and their achievement in their first year in college. The following trends are discussed for all students: high school completion, high school course-taking patterns, college entrance examination scores, efforts to improve student preparation, college admission requirements, entry assessment and remediation, and student support services. Where appropriate, these trends are also discussed for minority students.

Baccalaureate Student Graduation, Time-to-Degree, and Retention at Illinois Public Universities. (May, 1994).

In a series of tables, this report summarizes degree completion of first-time freshmen, graduation rates, enrollment status, and duration of enrollment for all students as well as for Black and Hispanic students.

Undergraduate Education: Transfer and Articulation Reexamined. (May, 1994).

This report analyses information on interinstitutional transfer and describes statewide articulation efforts. Tables in the report include those which describe Black and Hispanic

baccalaureate-transfer program enrollment, associate degree graduation rates by racial/ethnic category, and actual transfer rates by racial/ethnic category.

1994 Data Book on Illinois Higher Education. (May 1994).

The *Data Book* presents head-count enrollments and degree data by gender and racial/ethnic group for undergraduate and graduate/professional students at each Illinois public and private institution of higher education. In addition to institutional data, aggregate gender and racial/ethnic data on enrollment also are given for each Illinois higher education sector. Also, the *Data Book* presents degree data by discipline and racial/ethnic group at all degree levels.

Minority Students in Illinois Higher Education: A Review of Progress and Policy and Program Developments. (July, 1994).

This report examines minority student progress and recent policy and program developments that focus on improving minority student participation and achievement. The report includes summaries of enrollment and degree completion trends for minority students as well as a discussion of statewide and institutional efforts to implement the recommendations of the Joint Committee on Minority Student Achievement.

Illinois Consortium for Educational Opportunity Program: Fiscal Year 1994 Allocation of Financial Awards. (July, 1994).

This report describes program eligibility and administrative characteristics, funding, and distribution of awards for the Illinois Consortium for Educational Opportunity Program. This program awards financial aid to minority graduate students at Illinois public and private institutions of higher education. The goal of the program is to increase the number of minority faculty and staff in Illinois colleges and universities.

Higher Education Cooperation Act Fiscal Year 1995 Grant Allocations. (September, 1994).

Under the provisions of the Higher Education Cooperation Act (HECA), the Board of Higher Education annually allocates funds appropriated to support programs and projects involving cooperation among higher education institutions. This report describes and evaluates programs that were awarded funds for fiscal year 1995. Among the HECA programs are two which specifically target minority students: Minority Educational Achievement Grants, and Minority Articulation Program Grants.

Committee to Study Affordability Report to Board of Higher Education. (October, 1994).

This final report of the Committee to Study Affordability makes recommendations to replace existing Board policies regarding tuition, fees, and financial aid. The recommendations have implications for assuring diverse student access to colleges and universities.

APPENDIX II
(Continued)

1994 REVIEWS OF PROGRAMS SERVING UNDERREPRESENTED GROUPS

1994 Focus: Programs Supporting Undergraduate Retention

Public Universities

Western Illinois University
- Casa Latino Cultural Awareness Center
- Gwendolyn Brooks Cultural Center
- African-American Studies Program
- Minority Achievement Program

Illinois State University
- High Potential Students Program
- Collegiate Opportunities Admission Program
- Minority Professional Opportunities Program
- Student Support Services Program

Northern Illinois University
- University-Wide Efforts for Retention of Undergraduate Students From Underrepresented Groups

Sangamon State University
- Office of Enrollment Services
- Minority Services Center
- Counseling Center
- Learning Center

Southern Illinois University at Carbondale
- Center for Basic Skills

Southern Illinois University at Edwardsville
- Project More
- Special Services Program
- Disabled Student Services
- Cooperative Education Program for Liberal Arts Students Focusing on Women and Minorities

University of Illinois at Chicago
- African-American Cultural Center
- Latin-American Recruitment and Educational Services
- Native American Support Program
- Raphael Cintron Ortiz Cultural Center
- Office of Women's Affairs

University of Illinois at Urbana-Champaign
- Office of Minority Student Affairs

Community Colleges

Belleville Area College
- Special Services Center
- Gender Equity Program 1
- Adult Base Education
- Minority Transfer Center

City Colleges of Chicago
- Daley College
  - Transfer Center
- Kennedy-King College
  - Benjamin E. Mays Academy
  - Building Opportunity Program for Single Parents
  - The University Transfer Center
- Olive-Harvey College
  - Career Development and Placement

Danville Area Community College
- Black Student Association

Joliet Junior College
- The Center for Inter-Collegiate Opportunities for Minority Students (Transfer Center)
- Office of Minority Enrollment
- Project Advance
- Special Needs

Kaskaskia College
- Child Care Center
- Kaskaskia College Enhancement Center

Lake Land College
- Special Needs Program
- Single Parent/Homemaker Program

Oakton College
- ASSIST (Additional Student Services Instructional Support Team)

Parkland College
- The Assessment Center
- Counseling

Prairie State College
- Minority Student Affairs

Richland Community College
- Transfer Center
- Black Student Association

Southeastern Illinois College
- JTPA/Special Needs Assistance Program
- Single Parent/Homemaker Program
- Student Support Services

Triton College
- Nuevos Horizontes

John Wood Community College
- Supportive Learning Services Grant

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Table 1

ENROLLMENT BY RACIAL/ETHNIC CATEGORY AT ILLINOIS INSTITUTIONS OF HIGHER EDUCATION
FALL 1980 TO FALL 1993

	White Non-Hispanic		Black Non-Hispanic		Hispanic		Asian or Pacific Islander		American Indian or Alaskan		Non-Resident Alien		Unknown		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Community College**																
Fall 1980	231,698	64.5	55,718	15.5	18,459	5.1	8,516	2.4	3,964	1.1	*	*	40,692	11.3	359,047	100
Fall 1984	249,207	69.0	63,356	17.5	21,065	5.8	10,658	3.0	1,471	0.4	912	0.3	14,518	4.0	361,187	100
Fall 1986	237,163	70.8	55,329	16.5	23,647	7.1	10,538	3.1	1,357	0.4	569	0.2	6,281	1.9	334,884	100
Fall 1988	235,057	71.6	47,167	14.4	27,267	8.3	12,206	3.7	1,182	0.4	621	0.2	4,776	1.5	328,276	100
Fall 1990	251,909	71.4	50,687	14.4	32,763	9.3	13,383	3.8	1,333	0.4	859	0.2	1,964	0.6	352,898	100
Fall 1992	260,866	71.0	50,735	13.8	35,649	9.8	15,295	4.2	1,510	0.4	1,577	0.4	1,671	0.5	367,603	100
Fall 1993	251,672	71.0	47,658	13.4	35,694	10.1	15,391	4.3	1,402	0.4	1,635	0.5	1,265	0.4	354,717	100
Public Universities																
Undergraduate																
Fall 1980	115,102	77.6	17,220	11.6	3,801	2.6	3,323	2.2	429	0.3	2,870	1.9	5,611	3.8	148,356	100
Fall 1984	112,417	77.5	16,230	11.2	4,006	2.8	4,843	3.3	337	0.2	3,119	2.1	4,138	2.9	145,090	100
Fall 1986	116,632	78.8	16,584	11.2	4,536	3.1	5,660	3.8	303	0.2	2,800	1.9	1,515	1.0	148,030	100
Fall 1988	116,027	78.7	15,431	10.5	5,011	3.4	6,646	4.5	349	0.2	2,272	1.5	1,622	1.1	147,358	100
Fall 1990	114,815	76.4	17,092	11.4	6,029	4.0	7,811	5.2	378	0.3	2,556	1.7	1,690	1.1	150,571	100
Fall 1992	109,281	73.2	19,194	12.9	7,307	4.9	8,413	5.6	372	0.2	3,061	2.1	1,643	1.1	149,271	100
Fall 1993	105,393	71.6	19,919	13.5	7,875	5.3	8,819	6.0	388	0.3	3,152	2.1	1,689	1.1	147,233	100
Graduate/Professional																
Fall 1980	35,121	75.1	3,215	6.9	667	1.4	925	2.0	113	0.2	2,732	5.8	3,996	8.5	46,769	100
Fall 1984	32,470	72.7	2,874	6.4	762	1.7	1,177	2.6	79	0.2	3,695	8.3	3,627	8.1	44,684	100
Fall 1986	34,868	73.2	3,435	7.2	943	2.0	1,389	2.9	95	0.2	4,638	9.7	2,283	4.8	47,651	100
Fall 1988	34,029	73.8	2,987	6.5	888	1.9	1,496	3.2	70	0.2	5,159	11.2	1,455	3.2	46,084	100
Fall 1990	33,743	70.1	3,799	7.9	973	2.0	1,597	3.3	101	0.2	5,562	11.6	2,335	4.9	48,110	100
Fall 1992	35,104	69.3	4,250	8.4	1,117	2.2	1,920	3.8	111	0.2	5,962	11.8	2,196	4.3	50,660	100
Fall 1993	34,504	68.4	4,419	8.8	1,192	2.4	1,977	3.9	103	0.2	5,924	11.8	2,225	4.4	50,144	100
Private Universities																
Undergraduate																
Fall 1980	83,244	73.2	12,660	11.1	3,308	2.9	2,521	2.2	176	0.2	1,959	1.7	9,786	8.6	113,654	100
Fall 1984	86,446	74.3	13,430	11.5	5,276	4.5	3,589	3.1	353	0.3	1,897	1.6	5,353	4.6	116,324	100
Fall 1986	85,935	74.2	14,639	12.6	5,708	4.9	4,292	3.7	326	0.3	1,970	1.7	2,869	2.5	115,739	100
Fall 1988	89,760	75.2	15,131	12.7	6,614	5.5	5,108	4.3	259	0.2	2,039	1.7	467	0.4	119,378	100
Fall 1990	90,619	73.7	14,920	12.1	8,053	6.5	6,048	4.9	332	0.3	2,032	1.7	964	0.8	122,968	100
Fall 1992	89,558	71.4	15,030	12.0	9,035	7.2	6,909	5.5	346	0.3	2,508	2.0	2,068	1.6	125,454	100
Fall 1993	88,716	70.6	14,872	11.8	9,630	7.7	7,076	5.6	369	0.3	2,600	2.1	2,342	1.9	125,605	100
Graduate/Professional																
Fall 1980	36,351	78.4	1,966	4.2	566	1.2	1,241	2.7	59	0.1	2,097	4.5	4,112	8.9	46,392	100
Fall 1984	39,244	82.4	1,855	3.9	649	1.4	1,609	3.4	64	0.1	2,464	5.2	1,718	3.6	47,603	100
Fall 1986	39,784	78.6	2,150	4.2	811	1.6	2,091	4.1	70	0.1	2,917	5.8	2,781	5.5	50,604	100
Fall 1988	42,505	81.4	2,448	4.7	1,055	2.0	2,534	4.9	91	0.2	3,501	6.7	91	0.2	52,225	100
Fall 1990	45,515	77.8	3,141	5.4	1,268	2.2	3,238	5.5	94	0.2	4,115	7.0	1,112	1.9	58,483	100
Fall 1992	45,631	75.9	3,444	5.7	1,487	2.5	3,601	6.0	103	0.2	4,898	8.1	977	1.6	60,141	100
Fall 1993	46,817	74.9	3,902	6.2	1,648	2.6	3,959	6.3	119	0.2	4,837	7.7	1,204	1.9	62,486	100
All Institutions																
Fall 1980	501,516	70.2	90,779	12.7	26,801	3.8	16,526	2.3	4,741	0.7	9,658	1.4	64,197	9.0	714,218	100
Fall 1984	519,784	72.7	97,745	13.7	31,758	4.4	21,876	3.1	2,284	0.3	12,087	1.7	29,354	4.1	714,888	100
Fall 1986	514,382	73.8	92,137	13.2	35,645	5.1	23,970	3.4	2,151	0.3	12,894	1.9	15,729	2.3	696,908	100
Fall 1988	517,378	74.6	83,164	12.0	40,835	5.9	27,990	4.0	1,951	0.3	13,592	2.0	8,411	1.2	693,321	100
Fall 1990	536,601	73.2	89,639	12.2	49,086	6.7	32,077	4.4	2,238	0.3	15,124	2.1	8,065	1.1	732,830	100
Fall 1992	540,440	71.8	92,653	12.3	54,895	7.3	36,138	4.8	2,442	0.3	18,006	2.4	8,555	1.1	753,129	100
Fall 1993	526,902	71.2	90,770	12.3	56,037	7.6	37,222	5.0	2,381	0.3	18,148	2.5	8,725	1.2	740,185	100

* Combined with Unknown

** Includes students enrolled in all community college programs: undergraduate, precollegiate, and continuing education programs.

Source: IBHE Fall Enrollment Surveys

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Table 2

COMMUNITY COLLEGE ENROLLMENT
BY RACIAL/ETHNIC CATEGORY AND PROGRAM TYPE
FALL 1986 TO FALL 1993

Instructional Program	White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian or Pacific Islander	American Indian or Alaskan	Non-Resident Alien	Unknown*	Total
Fall 1986								
Undergraduate	144,472	29,212	6,298	5,063	761	314	4,115	190,235
Pre-Collegiate	13,282	14,462	14,136	2,819	274	69	198	45,240
Continuing Education	79,306	11,648	3,204	2,656	322	186	1,966	99,288
Total	237,060	55,322	23,638	10,538	1,357	569	6,279	334,884
Fall 1987								
Undergraduate	147,080	25,617	6,201	5,179	735	340	2,749	187,901
Pre-Collegiate	11,870	11,699	13,441	3,731	224	68	237	41,270
Continuing Education	76,853	10,233	2,781	2,701	265	166	1,890	94,889
Total	235,803	47,549	22,423	11,611	1,224	574	4,876	324,163
Fall 1988								
Undergraduate	148,810	26,906	7,018	5,506	732	340	2,895	192,207
Pre-Collegiate	11,579	10,691	16,973	3,969	217	97	225	43,751
Continuing Education	74,668	9,570	3,276	2,731	233	184	1,656	92,318
Total	235,057	47,167	27,267	12,206	1,182	621	4,776	328,276
Fall 1989								
Undergraduate	158,997	27,435	7,926	5,884	707	363	1,849	203,161
Pre-Collegiate	13,557	11,011	21,327	3,544	240	136	142	49,957
Continuing Education	72,228	8,936	3,283	3,008	236	159	765	88,615
Total	244,782	47,382	32,536	12,436	1,183	658	2,756	341,733
Fall 1990								
Undergraduate	167,517	30,836	9,498	7,345	795	388	1,074	217,453
Pre-Collegiate	12,906	11,115	20,195	3,256	249	257	139	48,117
Continuing Education	71,486	8,736	3,070	2,782	289	214	751	87,328
Total	251,909	50,687	32,763	13,383	1,333	859	1,964	352,898
Fall 1991								
Undergraduate	177,251	30,754	10,345	8,230	879	530	954	228,943
Pre-Collegiate	13,866	11,251	20,161	3,466	261	284	143	49,432
Continuing Education	71,453	10,221	3,832	3,182	289	365	758	90,100
Total	262,570	52,226	34,338	14,878	1,429	1,179	1,855	368,475
Fall 1992								
Undergraduate	177,632	30,194	11,076	8,602	964	569	855	229,892
Pre-Collegiate	13,679	11,696	21,274	3,568	256	387	171	51,031
Continuing Education	69,555	8,845	3,599	3,125	290	621	645	86,680
Total	260,866	50,735	35,949	15,295	1,510	1,577	1,671	367,603
Fall 1993								
Undergraduate	170,605	29,445	11,042	8,732	868	700	888	222,280
Pre-Collegiate	13,414	10,177	19,778	3,382	255	439	105	47,550
Continuing Education	67,653	8,036	4,874	3,277	279	496	272	84,887
Total	251,672	47,658	35,694	15,391	1,402	1,635	1,265	354,717
Percent Change in Enrollment								
Undergraduate								
1986 to 1993	18.1 %	0.8 %	75.3 %	72.5 %	14.1 %	122.9 %	(78.4)%	16.8 %
1992 to 1993	(4.0)	(2.5)	(0.3)	1.5	(10.0)	23.0	3.9	(3.3)
Pre-Collegiate								
1986 to 1993	1.0	(29.6)	39.9	20.0	(6.9)	536.2	(47.0)	5.1
1992 to 1993	(1.9)	(13.0)	(7.0)	(5.2)	(0.4)	13.4	(38.6)	(6.8)
Continuing Education								
1986 to 1993	(14.7)	(31.0)	52.1	23.4	(13.4)	166.7	(86.2)	(14.5)
1992 to 1993	(2.7)	(9.1)	35.4	4.9	(3.8)	(20.1)	(57.8)	(2.1)
Total Enrollments								
1986 to 1993	6.2	(13.9)	51.0	46.1	3.3	187.3	(79.9)	5.9
1992 to 1993	(3.5)	(6.1)	(0.7)	0.6	(7.2)	3.7	(24.3)	(3.5)

* Unknown category includes 121 students in Fall 1986 and 103 students in Fall 1987 with no known academic program.
\- These students are included in the total only

Source: IBHE Fall Enrollment Surveys

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Table 3

TOTAL BLACK AND HISPANIC UNDERGRADUATE & GRADUATE/PROFESSIONAL ENROLLMENT ILLINOIS COLLEGES AND UNIVERSITIES FALL 1986 TO FALL 1993

	Black			Hispanic		
	Undergraduate	Graduate/ Professional	Total	Undergraduate	Graduate/ Professional	Total
1986	60,435	5,585	66,020	16,542	1,754	18,296
1987	57,343	5,852	63,195	17,177	1,972	19,149
1988	57,468	5,435	62,903	18,643	1,943	20,586
1989	58,096	6,173	64,269	20,766	2,048	22,814
1990	62,848	6,940	69,788	23,580	2,241	25,821
1991	64,555	7,440	71,995	25,718	2,543	28,261
1992	64,418	7,694	72,112	27,418	2,604	30,022
1993	64,236	8,321	72,557	28,545	2,840	31,385
Percent Change						
1992 to 1993	-0.3 %	8.1 %	0.6 %	4.1 %	9.1 %	4.5 %
1986 to 1993	6.3	49.0	9.9	72.6	61.9	71.5

Source: IBHE Fall Enrollment Surveys

Table 4

ENROLLMENT BY SEX, RACIAL/ETHNIC CATEGORY, AND SECTOR
FALL 1995

	White Non-Hispanic		Black Non-Hispanic		Hispanic		Asian or Pacific Islander		American Indian or Alaskan		Non-Resident Alien		Unknown		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Community Colleges																
All programs																
Males	103,570	41.2 %	17,947	37.7 %	17,560	49.2 %	7,346	47.7 %	595	42.4 %	695	42.4 %	538	42.5 %	148,249	41.8 %
Females	148,102	58.8	29,711	62.3	18,134	50.8	8,045	52.3	807	57.6	942	57.6	727	57.5	206,468	58.2
Total	251,672	100.0	47,658	100.0	35,694	100.0	15,391	100.0	1,402	100.0	1,635	100.0	1,265	100.0	354,717	100.0
Public Universities																
Undergraduate																
Males	53,275	50.5	7,320	36.7	3,655	46.4	4,786	54.3	200	51.5	1,855	58.9	942	55.8	72,033	48.9
Females	52,118	49.5	12,599	63.3	4,218	53.6	4,033	45.7	188	48.5	1,297	41.1	747	44.2	75,200	51.1
Total	105,393	100.0	19,919	100.0	7,873	100.0	8,819	100.0	388	100.0	3,152	100.0	1,689	100.0	147,233	100.0
Graduate/Professional																
Males	15,028	43.8	1,419	32.1	551	46.2	1,079	54.6	47	45.6	3,785	63.9	830	37.3	22,739	45.3
Females	19,276	56.2	3,000	67.9	641	53.8	898	45.4	56	54.4	2,139	36.1	1,395	62.7	27,405	54.7
Total	34,304	100.0	4,419	100.0	1,192	100.0	1,977	100.0	103	100.0	5,924	100.0	2,225	100.0	50,144	100.0
Private Universities																
Undergraduate																
Males	39,376	44.4	5,991	40.3	4,142	43.0	3,492	49.3	154	41.7	1,582	60.8	990	42.3	55,727	44.4
Females	49,340	55.6	8,881	59.7	5,488	57.0	3,584	50.7	215	58.3	1,018	39.2	1,352	57.7	69,878	55.6
Total	88,716	100.0	14,872	100.0	9,630	100.0	7,076	100.0	369	100.0	2,600	100.0	2,342	100.0	125,605	100.0
Graduate/Professional																
Males	23,151	49.4	1,395	35.8	822	49.9	2,341	59.1	65	54.6	3,456	71.4	552	45.8	31,782	50.9
Females	23,666	50.6	2,507	64.2	826	50.1	1,618	40.9	54	45.4	1,381	28.6	652	55.1	30,704	49.1
Total	46,817	100.0	3,902	100.0	1,648	100.0	3,959	100.0	119	100.0	4,837	100.0	1,204	100.0	62,486	100.0
All Institutions																
Males	234,400	44.5	34,072	37.5	26,730	47.7	19,044	51.2	1,061	44.6	11,371	62.7	5,852	44.1	330,530	44.7
Females	292,502	55.5	56,698	62.5	29,307	52.3	18,178	48.8	1,320	55.4	6,777	37.3	4,873	55.9	409,655	55.3
Total	526,902	100.0	90,770	100.0	56,037	100.0	37,222	100.0	2,381	100.0	18,148	100.0	8,725	100.0	740,185	100.0

Source: IBHE 1995 Fall Enrollment Survey

Table 5

BLACK ENROLLMENT
AT ILLINOIS PUBLIC UNIVERSITIES
FALL 1993

Institution	Black Enrollment	Percentage of Total Enrollment
Chicago State University	8,126	85.5 %
Southern Illinois University at Carbondale	2,551	10.7
University of Illinois at Chicago	2,452	9.6
University of Illinois at Urbana/Champaign	2,254	5.8
Northern Illinois University	1,641	7.1
Southern Illinois University at Edwardsville	1,553	13.8
Illinois State University	1,534	7.4
Northeastern Illinois University	1,178	11.4
Governors State University	1,131	20.4
Western Illinois University	1,049	8.1
Eastern Illinois University	565	5.0
Sangamon State University	304	6.8

Source: IBHE 1993 Fall Enrollment Survey

Table 6

HISPANIC ENROLLMENT
AT ILLINOIS PUBLIC UNIVERSITIES
FALL 1993

Institution	Hispanic Enrollment	Percentage of Total Enrollment
University of Illinois at Chicago	2,984	11.7 %
University of Illinois at Urbana/Champaign	1,607	4.1
Northeastern Illinois University	1,580	15.3
Northern Illinois University	915	3.9
Southern Illinois University at Carbondale	491	2.1
Illinois State University	417	2.0
Chicago State Universtiy	330	3.5
Western Illinois University	265	2.1
Governors State University	154	2.8
Southern Illinois University at Edwardsville	128	1.1
Eastern Illinois University	160	1.4
Sangamon State University	34	0.8

Source: IBHE 1993 Fall Enrollment Survey

Table 7

COMMUNITY COLLEGES
WITH LARGEST BLACK ENROLLMENT
FALL 1993

Community College	Black Enrollment	Percentage of Total Enrollment
Harold Washington College*	6,099	54.3 %
Olive Harvey College*	5,530	83.1
Malcolm X College*	5,219	44.2
Kennedy–King College*	5,157	60.2
South Surburban College of Cook County	2,856	31.4
Triton College	2,741	17.9
Harry S Truman College*	1,862	12.0
Richard J. Daley College*	1,635	20.3
Wilbur Wright College*	1,273	10.6
Prairie State College	1,249	23.3

* City Colleges of Chicago

Source: IBHE 1993 Fall Enrollment Survey

Table 8

COMMUNITY COLLEGES
WITH LARGEST HISPANIC ENROLLMENT
FALL 1993

Community College	Hispanic Enrollment	Percentage of Total Enrollment
Harry S Truman College*	5,623	36.1 %
Malcolm X College*	4,940	41.8
Wilbur Wright College*	3,186	26.6
Richard J. Daley College*	3,026	37.5
Triton College	1,986	13.0
College of DuPage	1,914	6.1
Kennedy–King College*	1,769	20.6
College of Lake County	1,460	10.3
Elgin Community Colleg	1,449	15.9
Harold Washington College*	1,348	12.0

* City Colleges of Chicago

Source: IBHE 1993 Fall Enrollment Survey

Table 9

PRIVATE INSTITUTIONS
WITH LARGEST BLACK ENROLLMENT
FALL 1993

Institution	Black Enrollment	Percentage of Total Enrollment
DePaul University	1,585	9.6 %
Columbia College	1,545	21.1
Roosevelt University	1,536	23.3
Robert Morris College	1,158	38.3
Loyola University of Chicago	1,059	7.4
Northwestern University	1,025	5.8
Devry Institute of Technology, Chicago	996	32.9
National–Louis University	809	14.2
Lewis University	787	18.1
Illinois Institute of Technology	670	9.5

Source: IBHE 1993 Fall Enrollment Survey

Table 10

PRIVATE INSTITUTIONS
WITH LARGEST HISPANIC ENROLLMENT
FALL 1993

Institution	Hispanic Enrollment	Percentage of Total Enrollment
St. Augustine College	1,355	96.9 %
DePaul University	1,231	7.5
Robert Morris College	879	29.1
Loyola University of Chicago	868	6.0
DeVry Institute of Technology, Chicago	673	22.2
Columbia College of Chicago	654	8.9
Northwestern University	410	2.3
National–Louis University	361	6.3
University of Chicago	347	3.1
Roosevelt University	329	5.0
Illinois Institute of Technology	314	4.5

Source: IBHE 1993 Fall Enrollment Survey

Table 11

TRANSFERS FROM ILLINOIS PUBLIC COMMUNITY COLLEGES TO ILLINOIS PUBLIC UNIVERSITIES
FALL 1987, FALL 1990, AND FALL 1993

	Fall 1987				Fall 1990				Fall 1993				Percent Change 1987 to 1993		
	Total Transfers	Black	Hispanic	Percent Black and Hispanic	Total Transfers	Black	Hispanic	Percent Black and Hispanic	Total Transfers	Black	Hispanic	Percent Black and Hispanic	Total Transfers	Black	Hispanic
Board of Governors	2,851	541	77	21.7 %	2,865	547	87	22.1 %	3,080	575	116	22.4 %	8.0 %	6.3 %	50.6 %
Chicago State University	401	369	9	94.3	384	347	13	93.8	436	393	11	92.7	8.7	6.5	22.2
Eastern Illinois University	728	9	3	1.6	767	18	12	3.9	917	18	9	2.9	26.0	100.0	200.0
Governors State University	470	68	9	16.4	404	83	8	22.5	403	69	22	22.6	(14.3)	1.5	144.4
Northeastern Illinois University	572	57	43	17.5	437	55	39	21.5	443	54	56	24.8	(22.6)	(5.3)	30.2
Western Illinois University	680	38	13	7.5	873	44	15	6.8	881	41	18	6.7	29.6	7.9	38.5
Board of Regents	3,236	86	39	3.9	3,574	120	80	5.6	3,391	147	104	7.4	4.8	70.9	166.7
Illinois State University	1,367	28	9	2.7	1,600	54	31	5.3	1,432	56	34	6.3	4.8	100.0	277.8
Northern Illinois University	1,454	23	30	3.6	1,558	36	43	5.1	1,545	60	67	8.2	6.3	160.9	123.3
Sangamon State University	415	35	0	8.4	416	30	6	8.7	414	31	3	8.2	(0.2)	(11.4)	
Southern Illinois University	1,907	94	18	5.9	2,157	128	30	7.3	2,151	118	33	7.0	12.8	25.5	83.3
Carbondale	1,454	56	15	4.9	1,576	64	21	5.4	1,512	74	27	6.7	4.0	32.1	80.0
Edwardsville	453	38	3	9.1	581	64	9	12.6	639	44	6	7.8	41.1	15.8	100.0
University of Illinois	1,663	109	96	12.3	2,040	136	116	12.4	1,915	135	148	14.8	15.2	23.9	54.2
Chicago	1,016	101	83	18.1	1,216	123	103	18.6	1,206	111	132	20.1	18.7	9.9	59.0
Urbana - Champaign	647	8	13	3.2	824	13	13	3.2	709	24	16	5.6	9.6	200.0	23.1
TOTAL	9,657	830	230	11.0 %	10,636	931	313	11.7 %	10,537	975	401	13.1 %	9.1 %	17.5 %	74.3 %

Source: IBHE Fall Enrollment Surveys

Table 12

TRANSFERS FROM ILLINOIS PUBLIC COMMUNITY COLLEGES TO FOUR-YEAR COLLEGES AND UNIVERSITIES
FALL 1988, 1990, 1992 AND 1993

	Fall 1988			Fall 1990			Fall 1992			Fall 1993			Change in Growth 1988 – 1993		
Sector	Total Transfers	Black	Hispanic	Total Transfers	Black	Hispanic	Total Transfers	Black	Hispanic	Total Transfers	Black	Hispanic	Total Transfers	Blacks	Hispanic
To Public Universities	9,034	737	231	10,636	931	308	10,883	1028	383	10,537	975	401	16.6 %	32.3 %	73.6 %
To Non-Profit Institutions	4,618	655	147	4,901	651	199	5,540	716	329	5,788	823	359	25.3 %	25.6 %	144.2 %
To Proprietary Institutions	172	40	8	227	81	26	175	43	15	254	74	23	47.7 %	85.0 %	187.5 %
Total	13,824	1,432	386	15,764	1,663	533	16,598	1,787	727	16,579	1,872	783	19.9 %	30.7 %	102.8 %

Source: IBHE Fall Enrollment Surveys

Table 13

NUMBER OF ILLINOIS PUBLIC HIGH SCHOOL GRADUATES
BY RACIAL/ETHNIC CATEGORY
FY1985 TO FY1994

Year	White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian or Pacific Islander	American Indian or Alaskan	Total
FY1985	92,037	17,761	4,952	2,186	91	117,027
FY1986	89,073	17,751	5,085	2,305	105	114,319
FY1987	90,415	17,737	5,199	2,588	136	116,075
FY1988	91,793	18,641	5,541	2,945	170	119,090
FY1989	88,019	19,143	6,184	3,184	130	116,660
FY1990	79,980	18,139	6,437	3,414	149	108,119
FY1991	76,050	17,067	6,467	3,647	98	103,329
FY1992	75,754	16,017	7,079	3,705	187	102,742
FY1993	75,916	16,045	7,782	3,746	139	103,628
FY1994	74,473	15,598	7,983	3,929	143	102,126
FY1985 to FY1994	(17,564)	(2,163)	3,031	1,743	52	(14,901)

Source: State Board of Education

Table 14

MONETARY AWARD RECIPIENTS AT ILLINOIS INSTITUTIONS OF HIGHER EDUCATION
BY RACIAL/ETHNIC CATEGORY
FY1980 TO FY1993

	White Non-Hispanic		Black Non-Hispanic		Hispanic		Asian or Pacific Islander		Alaskan or American Indian		Other/ Unknown		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Community Colleges														
Undergraduate														
FY1980	9,557	40.9 %	11,573	49.5 %	1,110	4.7 %	392	1.7 %	260	1.1 %	499	2.1 %	23,391	100.0 %
FY1981	10,814	45.0	10,808	45.0	1,116	4.6	443	1.8	323	1.3	510	2.1	24,014	100.0
FY1982	10,855	40.1	12,930	47.8	1,379	5.1	758	2.8	384	1.4	737	2.7	27,043	100.0
FY1985	13,930	41.6	15,570	46.5	1,756	5.2	1,327	4.0	219	0.7	675	2.0	33,477	100.0
FY1986	15,780	48.3	13,569	41.5	1,460	4.5	1,205	3.7	193	0.6	481	1.5	32,688	100.0
FY1987	16,377	53.5	11,242	36.7	1,318	4.3	975	3.2	173	0.6	553	1.8	30,638	100.0
FY1988	16,002	53.2	10,522	35.0	1,264	4.2	1,018	3.4	127	0.4	1,127	3.7	30,060	100.0
FY1989	16,231	55.0	9,845	33.3	1,199	4.1	968	3.3	134	0.5	1,151	3.9	29,528	100.0
FY1991	22,714	57.2	11,089	27.9	1,822	4.6	1,178	3.0	182	0.5	2,704	6.8	39,689	100.0
FY1992	22,705	60.4	10,848	28.9	2,012	5.4	1,258	3.3	221	0.6	552	1.5	37,596	100.0
FY1993	20,711	62.2	8,966	26.9	1,896	5.7	1,161	3.5	178	0.5	402	1.2	33,314	100.0
Public Universities														
Undergraduate														
FY1980	16,988	55.9	9,860	32.5	1,627	5.4	973	3.2	249	0.8	687	2.3	30,384	100.0
FY1981	19,791	60.2	9,209	28.0	1,749	5.3	1,089	3.3	317	1.0	724	2.2	32,879	100.0
FY1982	16,559	56.8	8,681	29.8	1,674	5.7	1,204	4.1	292	1.0	749	2.6	29,159	100.0
FY1985	21,879	59.7	9,991	27.2	2,083	5.7	2,053	5.6	99	0.3	563	1.5	36,668	100.0
FY1986	21,704	59.9	9,543	26.3	1,975	5.4	2,150	5.9	75	0.2	816	2.3	36,263	100.0
FY1987	21,932	62.2	8,442	24.0	1,853	5.3	1,969	5.6	80	0.2	964	2.7	35,240	100.0
FY1988	21,043	61.7	7,797	22.9	2,114	6.2	1,701	5.0	290	0.9	1,156	3.4	34,101	100.0
FY1989	21,160	62.2	7,425	21.8	2,050	6.0	2,304	6.8	84	0.2	991	2.9	34,014	100.0
FY1991	23,990	60.4	9,506	23.9	2,748	6.9	2,879	7.2	131	0.3	478	1.2	39,732	100.0
FY1992	23,855	58.6	10,093	24.8	2,850	7.0	2,956	7.3	122	0.3	824	2.0	40,700	100.0
FY1993	23,275	57.3	10,140	25.0	2,955	7.3	2,604	6.4	221	0.5	1,402	3.5	40,597	100.0
Private Universities														
Undergraduate														
FY1980	25,189	62.2	10,837	26.8	2,420	6.0	905	2.2	298	0.7	816	2.0	40,465	100.0
FY1981	24,638	63.8	9,301	24.1	2,494	6.5	1,009	2.6	334	0.9	815	2.1	38,591	100.0
FY1982	23,037	59.7	9,620	24.9	3,294	8.5	1,265	3.3	360	0.9	1,035	2.7	38,611	100.0
FY1985	21,668	61.9	7,081	20.2	3,435	9.8	1,119	3.2	158	0.5	1,564	4.5	35,025	100.0
FY1986	20,505	60.4	6,591	19.4	3,133	9.2	1,170	3.4	120	0.4	2,443	7.2	33,962	100.0
FY1987	20,402	55.7	6,632	18.1	4,538	12.4	1,311	3.6	88	0.2	3,654	10.0	36,625	100.0
FY1988	21,148	58.8	6,520	18.1	3,145	8.7	1,370	3.8	80	0.2	3,693	10.3	35,956	100.0
FY1989	20,930	56.6	7,706	20.8	3,599	9.7	1,507	4.1	85	0.2	3,147	8.5	36,974	100.0
FY1991	21,870	62.5	5,800	16.6	3,952	11.3	1,776	5.1	240	0.7	1,373	3.9	35,011	100.0
FY1992	20,633	63.0	5,192	15.8	3,951	12.1	1,780	5.4	77	0.2	1,135	3.5	32,768	100.0
FY1993	20,489	68.2	4,263	14.2	3,453	11.5	1,563	5.2	77	0.3	215	0.7	30,060	100.0

Source: 1992-1993 Student Fincial Aid Survey

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Table 15

ENROLLMENT BY SEX AT ILLINOIS INSTITUTIONS OF HIGHER EDUCATION
FALL 1980 TO FALL 1993

Level/Year	Community Colleges*			Public Universities			Private Institutions		
	Male	Female	Percent Female	Male	Female	Percent Female	Male	Female	Percent Female
Undergraduate									
Fall 1980	153,699	205,348	57.2 %	75,757	72,599	48.9 %	52,318	61,336	54.0 %
Fall 1982	165,630	222,192	57.3	76,933	72,619	48.6	54,405	60,623	52.7
Fall 1984	152,420	208,767	57.8	74,189	70,901	48.9	54,508	61,816	53.1
Fall 1986	142,102	192,782	57.6	74,897	73,133	49.4	53,447	62,292	53.8
Fall 1988	137,422	190,854	58.1	73,709	73,649	50.0	53,747	65,570	55.0
Fall 1990	148,803	204,095	57.8	74,300	76,071	50.6	55,256	67,712	55.1
Fall 1992	153,528	214,075	58.2	73,399	75,872	50.8	56,347	69,107	55.1
Fall 1993	148,249	206,468	58.2	72,033	75,200	51.1	55,727	69,878	55.6
Master's**									
Fall 1980				15,300	20,281	57.0	13,268	12,105	47.7
Fall 1982				14,673	19,150	56.6	13,773	11,668	45.9
Fall 1984				13,749	18,625	57.5	14,933	12,854	46.3
Fall 1986				15,507	20,161	56.5	16,186	15,147	48.3
Fall 1988				14,208	19,860	58.3	16,494	15,256	48.1
Fall 1990				15,454	21,292	57.9	18,281	18,950	50.9
Fall 1992				15,829	22,366	58.6	18,786	20,142	51.7
Fall 1993				15,446	21,967	58.7	19,146	22,012	53.5
First Professional									
Fall 1980				3,330	1,115	25.1	10,095	3,492	25.7
Fall 1982				3,329	1,253	27.3	9,968	4,061	28.9
Fall 1984				3,218	1,419	30.6	9,388	4,366	31.7
Fall 1986				2,724	1,503	35.6	8,732	4,233	32.6
Fall 1988				2,649	1,684	38.9	8,415	4,536	35.0
Fall 1990				2,469	1,719	41.0	8,104	4,744	36.9
Fall 1992				2,450	1,835	42.8	7,590	4,844	39.0
Fall 1993				2,372	1,907	44.6	7,503	5,049	40.2
Doctoral									
Fall 1980				4,376	2,367	35.1	4,844	2,588	34.8
Fall 1982				4,579	2,735	37.4	4,618	2,427	34.4
Fall 1984				4,747	2,926	38.1	3,925	2,137	35.3
Fall 1986				4,862	2,894	37.3	3,939	2,367	37.5
Fall 1988				4,853	2,910	37.5	4,604	2,914	38.8
Fall 1990				4,344	2,832	39.5	5,031	3,373	40.1
Fall 1992				4,816	3,364	41.1	5,142	3,637	41.4
Fall 1993				4,921	3,531	41.8	5,133	3,643	41.5
Total									
Fall 1980	153,699	205,348	57.2	98,763	96,362	49.4	80,525	79,521	49.7
Fall 1982	165,630	222,192	57.3	99,514	95,757	49.0	82,764	78,779	48.8
Fall 1984	152,420	208,767	57.8	95,903	93,871	49.5	82,754	81,173	49.5
Fall 1986	142,102	192,782	57.6	97,990	97,691	49.9	82,304	84,039	50.5
Fall 1988	137,422	190,854	58.1	95,419	98,103	50.7	83,260	88,276	51.5
Fall 1990	148,803	204,095	57.8	96,567	101,914	51.3	86,672	94,779	52.2
Fall 1992	153,528	214,075	58.2	96,494	103,437	51.7	87,865	97,730	52.7
Fall 1993	148,249	206,468	58.2	94,772	102,605	52.0	87,509	100,582	53.5

* Includes students enrolled in all community college programs.
** Includes students enrolled in Advanced Certificate programs.

Source: IBHE Fall Enrollment Surveys

Table 16

FULL-TIME EMPLOYEES BY SEX, RACIAL/ETHNIC CATEGORY, AND SECTOR
FALL 1993

Sector	White Non-Hispanic		Black Non-Hispanic		Hispanic		Asian or Pacific Islander		American Indian or Alaskan		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Community Colleges												
Male	4,713	37.2 %	688	5.4 %	159	1.3 %	105	0.8 %	13	0.1 %	5,678	44.8 %
Female	5,511	43.5	1,191	9.4	178	1.4	104	0.8	19	0.1	7,003	55.2
Total	10,224	80.6	1,879	14.8	337	2.7	209	1.6	32	0.3	12,681	100.0
Public Universities												
Male	14,518	40.1	1,703	4.7	422	1.2	795	2.2	83	0.2	17,521	48.4
Female	13,992	38.6	3,393	9.4	646	1.8	591	1.6	70	0.2	18,692	51.6
Total	28,510	78.7	5,096	14.1	1,068	2.9	1,386	3.8	153	0.4	36,213	100.0
Non-profit Private Institutions												
Male	12,793	34.4	1,730	4.7	562	1.5	1,047	2.8	15	0.0	16,147	43.4
Female	14,713	39.6	4,511	12.1	806	2.2	987	2.7	23	0.1	21,040	56.6
Total	27,506	74.0	6,241	16.8	1,368	3.7	2,034	5.5	38	0.1	37,187	100.0

Source: 1993 IPEDS Survey

Table 17

PUBLIC UNIVERSITIES
EMPLOYMENT CATEGORIES BY SEX AND RACE
FALL 1981, 1989, AND 1993

	Executive			Faculty			Professional		
	Fall 1981	Fall 1989	Fall 1993	Fall 1981	Fall 1989	Fall 1993	Fall 1981	Fall 1989	Fall 1993
Gender									
Male	74.7 %	63.7 %	59.9 %	76.0 %	70.5 %	68.6 %	43.2 %	42.5 %	39.4 %
Female	25.3	36.3	40.0	24.0	29.5	31.3	56.8	57.5	60.5
Race									
White	88.9 %	85.6 %	83.1 %	90.0 %	87.9 %	84.3 %	83.2 %	80.2 %	76.3 %
Black	8.2	10.7	12.4	3.6	3.2	4.3	9.5	11.3	12.5
Hispanic	1.2	1.2	2.1	1.2	1.6	1.8	1.7	2.2	3.1
Asian	1.6	2.2	2.1	5.0	7.1	6.7	5.2	5.7	6.0
American Indian	0.2	0.3	0.1	0.2	0.3	0.3	0.5	0.5	0.5

	Clerical			All Other Occupations*			Total		
	Fall 1981	Fall 1989	Fall 1993	Fall 1981	Fall 1989	Fall 1993	Fall 1981	Fall 1989	Fall 1993
Gender									
Male	7.4 %	8.0 %	8.4 %	63.0 %	65.3 %	63.6 %	52.2 %	50.2 %	48.6 %
Female	92.6	92.0	91.6	37.0	34.7	36.4	47.8	49.8	51.4
Race									
White	73.0 %	74.2 %	74.0 %	71.2 %	74.6 %	73.5 %	80.0 %	80.1 %	77.8 %
Black	22.4	20.9	20.4	25.3	21.2	21.1	14.9	13.5	13.9
Hispanic	2.8	3.4	4.1	2.0	2.5	3.2	1.8	2.3	2.9
Asian	1.3	1.1	1.1	1.2	1.2	1.4	2.9	3.7	3.8
American Indian	0.5	0.4	0.4	0.4	0.6	0.7	0.3	0.4	0.4

* Includes technicians and paraprofessionals, skilled craftspersons, and service/maintenance personnel

Source: 1993 IPEDS Survey

Table 18

FY1994 DISABLED STUDENT ENROLLMENT AT ILLINOIS PUBLIC INSTITUTIONS

Community Colleges	Enrollment
Belleville Area College	589
Black Hawk College	17
City Colleges of Chicago	
Daley College	217
Kennedy–King College	348
Malcolm X College	122
Olive–Harvey College*	112
Truman College*	427
Harold Washington College*	459
Wright College	224
Danville Area Community College*	104
College of DuPage	N/A
Elgin Community College	270
William Rainey Harper College	400
Heartland Community College	25
Highland Community College*	126
Illinois Central College	158
Illinois Eastern Community Colleges*	27
Illinois Valley Community College*	180
Joliet Junior College	267
Kankakee Community College*	260
Kaskaskia College*	459
Kishwaukee College*	68
College of Lake County*	633
Lake Land College	133
Lewis and Clark Community College*	232
Lincoln Land Community College*	151
John A. Logan College*	98
McHenry Community College	152
Moraine Valley Community College	238
Morton College	54
Oakton Community College*	766
Parkland College	322
Prairie State College	93
Rend Lake College	6
Richland Community College	55
Rock Valley College	132
Carl Sandburg College	7
Sauk Valley Community College	34
Shawnee Community College*	16
South Suburban College of Cook County*	96
Southeastern Illinois College	5
Spoon River College	67
State Community College*	250
Triton College*	98
Waubonsee Community College	N/A
John Wood Community College	163

Public Universities	Enrollment
Chicago State University	38
Eastern Illinois University	106
Governors State University	25
Northeastern Illinois University	183
Western Illinois University	196
Illinois State University	260
Northern Illinois University*	859
Sangamon State University*	110
Southern Illinois University at Carbondale	565
Southern Illinois University at Edwardsville	167
University of Illinois at Chicago	121
Univrsity of Illinois at Urbana–Champaign	305

* Estimate of disabled population--All other enrollment numbers are students that received institutional services

N/A Not available

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Table 19

NUMBER OF DEGREES CONFERRED BY RACIAL/ETHNIC CATEGORY AT ILLINOIS INSTITUTIONS OF HIGHER EDUCATION
1980-81 TO 1992-93

	White Non-Hispanic		Black Non-Hispanic		Hispanic		Asian or Pacific Islander		American Indian or Alaskan		Non-Resident Alien		Unknown		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Community Colleges																
Certificates																
1984-85	6,116	80.1	951	12.5	277	3.6	148	1.9	29	0.4	115	1.5	0	0.0	7,636	100 %
1985-86	6,582	75.1	1,353	15.4	321	3.7	188	2.1	34	0.4	18	0.2	267	3.0	8,763	100
1988-89	5,812	66.2	1,877	21.4	500	5.7	397	4.5	63	0.7	16	0.2	114	1.3	8,779	100
1990-91	6,938	66.4	2,138	20.5	694	6.6	566	5.4	46	0.4	17	0.2	52	0.5	10,451	100
1991-92	7,831	66.6	2,224	18.9	905	7.7	631	5.4	65	0.6	25	0.2	71	0.6	11,752	100
1992-93	8,193	68.0	2,281	18.9	788	6.5	624	5.2	64	0.5	31	0.3	74	0.6	12,055	100
Associate's																
1984-85	16,821	82.4	2,010	9.8	458	2.2	380	1.9	63	0.3	679	3.3	0	0.0	20,411	100
1985-86	18,209	83.6	2,174	10.0	469	2.2	429	2.0	56	0.3	66	0.3	384	1.8	21,787	100
1988-89	16,970	85.0	1,860	9.3	489	2.4	407	2.0	38	0.2	65	0.3	145	0.7	19,974	100
1990-91	18,643	85.3	1,949	8.9	608	2.8	490	2.2	55	0.3	46	0.2	67	0.3	21,858	100
1991-92	19,875	86.0	1,882	8.1	685	3.0	515	2.2	60	0.3	62	0.3	40	0.2	23,117	100
1992-93	20,672	84.5	2,259	9.2	749	3.1	608	2.5	64	0.3	83	0.3	35	0.1	24,470	100
Public Universities																
Certificates																
1984-85	22	88.0	0	0.0	1	4.0	0	0.0	0	0.0	0	0.0	2	8.0	25	100
1985-86	21	91.3	0	0.0	0	0.0	0	0.0	0	0.0	1	4.3	1	4.3	23	100
1988-89	33	91.7	0	0.0	1	2.8	1	2.8	0	0.0	1	2.8	0	0.0	36	100
1990-91	49	92.5	0	0.0	1	1.9	2	3.8	0	0.0	0	0.0	1	1.9	53	100
1991-92	39	92.9	0	0.0	1	2.4	2	4.8	0	0.0	0	0.0	0	0.0	42	100
1992-93	55	94.8	0	0.0	2	3.4	0	0.0	0	0.0	0	0.0	1	1.7	58	100
Associate's																
1984-85	597	89.1	44	6.6	3	0.4	5	0.7	0	0.0	21	3.1	0	0.0	670	100
1985-86	588	86.9	54	8.0	11	1.6	6	0.9	2	0.3	16	2.4	0	0.0	677	100
1988-89	521	87.4	50	8.4	4	0.7	4	0.7	1	0.2	8	1.3	8	1.3	596	100
1990-91	454	86.5	39	7.4	7	1.3	6	1.1	1	0.2	11	2.1	7	1.3	525	100
1991-92	448	86.2	35	6.7	6	1.2	2	0.4	1	0.2	15	2.9	13	2.5	520	100
1992-93	472	87.7	28	5.2	10	1.9	3	0.6	2	0.4	11	2.0	12	2.2	538	100
Bachelor's																
1984-85	23,794	85.6	1,727	6.2	509	1.8	791	2.8	76	0.3	756	2.7	151	0.5	27,804	100
1985-86	23,863	84.8	1,757	6.2	522	1.9	837	3.0	69	0.2	775	2.8	323	1.1	28,146	100
1988-89	24,495	84.2	1,885	6.5	643	2.2	1,035	3.6	77	0.3	600	2.1	350	1.2	29,083	100
1990-91	24,733	83.4	1,995	6.7	825	2.8	1,255	4.2	52	0.2	442	1.5	341	1.2	29,643	100
1991-92	25,585	82.6	2,187	7.1	879	2.8	1,360	4.4	75	0.2	486	1.6	390	1.3	30,962	100
1992-93	24,222	81.4	2,276	7.6	897	3.0	1,323	4.4	79	0.3	589	2.0	373	1.3	29,759	100
Master's																
1984-85	6,266	76.6	474	5.8	75	0.9	220	2.7	12	0.1	869	10.6	260	3.2	8,176	100
1985-86	6,312	75.1	458	5.5	121	1.4	220	2.6	13	0.2	963	11.5	314	3.7	8,401	100
1988-89	6,454	74.6	441	5.1	137	1.6	202	2.3	13	0.2	1,159	13.4	241	2.8	8,647	100
1990-91	6,621	73.9	554	6.2	201	2.2	248	2.8	15	0.2	1,140	12.7	183	2.0	8,962	100
1991-92	7,051	72.7	614	6.3	197	2.0	244	2.5	23	0.2	1,407	14.5	167	1.7	9,703	100
1992-93	7,062	71.0	703	7.1	184	1.9	288	2.9	48	0.5	1,379	13.9	280	2.8	9,944	100
Professional																
1984-85	897	91.3	25	2.5	39	4.0	18	1.8	3	0.3	0	0.0	0	0.0	982	100
1985-86	874	86.8	64	6.4	42	4.2	20	2.0	4	0.4	1	0.1	2	0.2	1,007	100
1988-89	892	82.9	67	6.2	49	4.6	65	6.0	1	0.1	2	0.2	0	0.0	1,076	100
1990-91	897	80.3	57	5.1	63	5.6	96	8.6	0	0.0	3	0.3	1	0.1	1,117	100
1991-92	829	80.9	52	5.1	40	3.9	93	9.1	2	0.2	4	0.4	5	0.5	1,025	100
1992-93	815	76.1	60	5.6	64	6.0	120	11.2	3	0.3	5	0.5	4	0.4	1,071	100
Doctorates																
1984-85	702	66.1	27	2.5	6	0.6	40	3.8	1	0.1	208	19.6	78	7.3	1,062	100
1985-86	622	62.6	34	3.4	16	1.6	46	4.6	3	0.3	238	24.0	34	3.4	993	100
1988-89	729	66.1	36	3.3	15	1.4	53	4.8	0	0.0	249	22.6	21	1.9	1,103	100
1990-91	739	59.3	36	2.9	18	1.4	61	4.9	1	0.1	383	30.7	8	0.6	1,246	100
1991-92	730	53.8	39	2.9	19	1.4	79	5.8	4	0.3	473	34.9	13	1.0	1,357	100
1992-93	745	56.8	41	3.1	28	2.1	48	3.7	0	0.0	442	33.7	7	0.5	1,311	100

Table 19

NUMBER OF DEGREES CONFERRED BY RACIAL/ETHNIC CATEGORY AT ILLINOIS INSTITUTIONS OF HIGHER EDUCATION
1980-81 TO 1992-93

	White Non-Hispanic		Black Non-Hispanic		Hispanic		Asian or Pacific Islander		American Indian or Alaskan		Non-Resident Alien		Unknown		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Private Institutions																
Certificates																
1984-85	2,487	60.5	1,052	25.6	444	10.8	111	2.7	8	0.2	11	0.3	0	0.0	4,113	100
1985-86	1,901	49.5	1,028	26.8	390	10.2	85	2.2	6	0.2	56	1.5	375	9.8	3,841	100
1988-89	1,178	49.3	679	28.4	372	15.6	49	2.0	3	0.1	5	0.2	105	4.4	2,391	100
1990-91	767	42.4	638	35.2	330	18.2	40	2.2	3	0.2	5	0.3	27	1.5	1,810	100
1991-92	822	44.2	566	30.4	421	22.6	42	2.3	2	0.1	6	0.3	0	0.0	1,859	100
1992-93	1,009	46.4	648	29.8	470	21.6	37	1.7	2	0.1	6	0.3	2	0.1	2,174	100
Associate's																
1984-85	1,692	61.6	597	21.7	316	11.5	96	3.5	6	0.2	31	1.1	10	0.4	2,748	100
1985-86	1,510	57.5	506	19.3	278	10.6	80	3.0	3	0.1	17	0.6	231	8.8	2,625	100
1988-89	1,891	60.6	633	20.3	401	12.8	124	4.0	8	0.3	24	0.8	41	1.3	3,122	100
1990-91	1,578	58.1	489	18.0	551	20.3	75	2.8	5	0.2	20	0.7	0	0.0	2,718	100
1991-92	1,539	56.7	516	19.0	552	20.3	85	3.1	2	0.1	19	0.7	0	0.0	2,713	100
1992-93	1,440	52.0	614	22.2	622	22.5	83	3.0	2	0.1	7	0.3	0	0.0	2,768	100
Bachelor's																
1984-85	15,817	85.4	1,328	7.2	435	2.3	546	2.9	31	0.2	363	2.0	5	0.0	18,525	100
1985-86	15,937	84.6	1,318	7.0	483	2.6	575	3.0	39	0.2	343	1.8	150	0.8	18,865	100
1988-89	16,287	82.8	1,458	7.4	564	2.9	829	4.2	35	0.2	317	1.6	186	0.9	19,676	100
1990-91	17,241	81.4	1,490	7.0	646	3.1	979	4.6	59	0.3	382	1.8	372	1.8	21,169	100
1991-92	18,321	81.3	1,703	7.6	739	3.3	1,115	4.9	64	0.3	418	1.9	180	0.8	22,540	100
1992-93	17,710	80.9	1,571	7.2	725	3.3	1,190	5.4	63	0.3	399	1.8	257	1.1	21,895	100
Master's*																
1984-85	7,132	83.5	395	4.6	120	1.4	252	2.9	17	0.2	608	7.1	21	0.2	8,545	100
1985-86	7,227	82.3	439	5.0	115	1.3	294	3.3	13	0.1	593	6.8	98	1.1	8,779	100
1988-89	8,456	80.2	515	4.9	215	2.0	426	4.0	26	0.2	823	7.8	78	0.7	10,539	100
1990-91	9,064	78.0	623	5.4	179	1.5	528	4.5	22	0.2	827	7.1	377	3.2	11,620	100
1991-92	9,713	78.7	769	6.2	234	1.9	540	4.4	12	0.1	846	6.9	220	1.8	12,334	100
1992-93	9,638	74.9	835	6.5	236	1.8	589	4.6	28	0.2	1,065	8.3	482	3.7	12,873	100
Professional																
1984-85	3,274	91.9	79	2.2	55	1.5	118	3.3	2	0.1	34	1.0	0	0.0	3,562	100
1985-86	3,120	90.3	105	3.0	55	1.6	126	3.6	5	0.1	45	1.3	1	0.0	3,457	100
1988-89	2,910	87.0	121	3.6	73	2.2	176	5.3	9	0.3	57	1.7	0	0.0	3,346	100
1990-91	2,872	85.2	109	3.2	79	2.3	235	7.0	6	0.2	70	2.1	0	0.0	3,371	100
1991-92	2,745	81.8	113	3.4	96	2.9	291	8.7	7	0.2	104	3.1	0	0.0	3,356	100
1992-93	2,653	79.3	149	4.5	111	3.3	305	9.1	8	0.2	114	3.4	4	0.1	3,344	100
Doctorates																
1984-85	770	77.2	27	2.7	19	1.9	33	3.3	1	0.1	148	14.8	0	0.0	998	100
1985-86	821	78.3	23	2.2	19	1.8	32	3.1	2	0.2	152	14.5	0	0.0	1,049	100
1988-89	800	74.6	31	2.9	16	1.5	39	3.6	0	0.0	187	17.4	0	0.0	1,073	100
1990-91	856	71.0	41	3.4	21	1.7	45	3.7	1	0.1	241	20.0	0	0.0	1,205	100
1991-92	856	69.9	33	2.7	20	1.6	51	4.2	0	0.0	264	21.6	1	0.1	1,225	100
1992-93	879	68.1	36	2.8	14	1.1	47	3.6	2	0.2	313	24.2	0	0.0	1,291	100
Total Degrees																
1984-85	86,387	82.1	8,736	8.3	2,757	2.6	2,758	2.6	249	0.2	3,843	3.7	527	0.5	105,257	100
1985-86	87,607	80.8	9,313	8.6	2,842	2.6	2,938	2.7	249	0.2	3,284	3.0	2,180	2.0	108,413	100
1988-89	87,426	79.9	9,653	8.8	3,479	3.2	3,807	3.5	274	0.3	3,513	3.2	1,289	1.2	109,441	100
1990-91	91,452	79.0	10,158	8.8	4,223	3.6	4,626	4.0	266	0.2	3,587	3.1	1,436	1.2	115,748	100
1991-92	96,382	78.7	10,733	8.8	4,794	3.9	5,050	4.1	317	0.3	4,129	3.4	1,100	0.9	122,505	100
1992-93	95,565	77.3	11,501	9.3	4,900	4.0	5,265	4.3	365	0.3	4,444	3.6	1,511	1.2	123,551	100

* Includes Advanced Certificates

Source: IBHE Degrees Awarded Surveys

Table 20

DEGREES CONFERRED IN SELECTED SCIENCE AND MATHEMATICS DISCIPLINES TO BLACK AND HISPANIC STUDENTS FY1981 TO FY1993

Disciplines	Blacks				Hispanics			
	Bachelors		Masters and Doctorate		Bachelors		Masters and Doctorate	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Computer and Information Sciences								
1980-81	46	4.8 %	4	1.4 %	17	1.8 %	3	1.0 %
1982-83	96	6.2	11	2.9	28	1.8	2	0.5
1984-85	171	7.5	9	2.0	51	2.2	3	0.7
1986-87	179	8.2	17	2.7	68	3.1	6	0.9
1988-89	167	9.9	27	3.6	57	3.4	17	2.3
1990-91	111	7.8	16	2.1	50	3.5	11	1.4
1991-92	127	10.2	21	3.0	51	4.1	12	1.7
1992-93	115	9.3	20	2.8	44	3.6	9	1.2
Engineering and Engineering Technologies								
1980-81	135	3.7	14	1.5	49	1.3	15	1.6
1982-83	155	3.8	14	1.4	71	1.7	12	1.2
1984-85	147	3.5	10	0.9	96	2.3	8	0.7
1986-87	177	4.2	15	1.3	112	2.6	11	1.0
1988-89	202	4.7	11	0.9	133	3.1	18	1.4
1990-91	175	4.6	13	1.0	125	3.3	23	1.8
1991-92	169	4.5	28	2.0	122	3.2	17	1.2
1992-93	218	5.8	16	1.2	134	3.6	17	1.2
Life Sciences								
1980-81	120	5.0	8	1.5	40	1.7	7	1.3
1982-83	105	5.3	7	1.5	51	2.6	6	1.3
1984-85	89	4.4	7	1.5	65	3.2	5	1.1
1986-87	85	4.1	7	1.6	47	2.3	4	0.9
1988-89	74	3.7	8	1.7	49	2.4	10	2.2
1990-91	78	3.7	5	0.9	54	2.6	12	2.2
1991-92	79	3.7	9	1.8	49	2.3	8	1.6
1992-93	83	3.8	13	2.2	58	2.6	4	0.7
Mathematics								
1980-81	15	2.7	4	2.3	4	0.7	1	0.6
1982-83	22	3.1	3	1.4	8	1.1	4	1.9
1984-85	25	2.9	1	0.4	16	1.9	3	1.2
1986-87	18	2.2	3	1.2	22	2.7	1	0.4
1988-89	32	4.3	7	2.7	17	2.3	1	0.4
1990-91	29	4.1	3	1.0	15	2.1	1	0.3
1991-92	30	4.9	9	2.6	8	1.3	2	0.6
1992-93	26	4.8	2	0.6	1	0.2	1	0.3
Physical Sciences								
1980-81	29	3.0	8	1.5	13	1.3	4	0.8
1982-83	31	3.4	3	0.6	13	1.4	6	1.3
1984-85	29	2.9	2	0.4	18	1.8	3	0.6
1986-87	27	3.3	12	2.2	10	1.2	5	0.9
1988-89	17	2.3	3	0.6	14	1.9	4	0.8
1990-91	44	6.4	7	1.4	13	1.9	5	1.0
1991-92	23	3.4	9	1.6	13	1.9	10	1.8
1992-93	27	4.1	6	1.2	12	1.8	8	1.6

Source: IBHE Degrees Awarded Surveys

Table 21

DEGREES CONFERRED BY SEX AT ILLINOIS INSTITUTIONS OF HIGHER EDUCATION
1980–81 TO 1992–93

Level/Year	Community Colleges			Public Universities			Private Universities		
	Male	Female	% Female	Male	Female	% Female	Male	Female	% Female
Certificates									
1980–81	3,340	5,096	60.4 %	38	4	9.5 %	1,118	1,753	61.1 %
1984–85	2,984	4,652	60.9	22	3	12.0	2,080	2,033	49.4
1986–87	3,770	4,742	55.7	27	3	10.0	1,653	2,098	55.9
1988–89	3,706	5,073	57.8	35	1	2.8	686	1,705	71.3
1990–91	4,630	5,821	55.7	42	11	20.8	647	1,163	64.3
1991–92	5,046	6,706	57.1	38	4	9.5	637	1,222	65.7
1992–93	5,045	7,010	58.2	53	5	8.6	639	1,535	70.6
Associate's									
1980–81	8,499	10,708	55.8	320	238	42.7	675	971	59.0
1984–85	8,692	11,719	57.4	439	231	34.5	1,308	1,440	52.4
1986–87	8,289	11,723	58.6	388	223	36.5	1,505	1,435	48.8
1988–89	7,981	11,993	60.0	396	200	33.6	1,731	1,391	44.6
1990–91	8,495	13,363	61.1	350	175	33.3	1,275	1,443	53.1
1991–92	8,975	14,142	61.2	360	160	30.8	1,387	1,326	48.9
1992–93	9,556	14,914	60.9	336	202	37.5	1,336	1,432	51.7
Bachelor's									
1980–81				13,852	12,932	48.3	8,080	9,623	54.4
1984–85				14,417	13,387	48.1	8,616	9,909	53.5
1986–87				14,446	13,523	48.3	9,035	10,442	53.6
1988–89				14,836	14,247	49.0	8,795	10,881	55.3
1990–91				14,521	15,122	51.0	9,232	11,937	56.4
1991–92				15,257	15,705	50.7	9,731	12,809	56.8
1992–93				15,018	14,741	49.5	9,823	12,072	55.1
Master's*									
1980–81				4,143	4,729	53.3	4,297	3,269	43.2
1984–85				3,915	4,261	52.1	4,730	3,815	44.8
1986–87				3,915	4,313	52.4	4,818	4,369	47.2
1988–89				3,940	4,707	54.4	5,390	5,149	48.6
1990–91				3,940	5,022	56.0	5,766	5,854	50.4
1991–92				4,222	5,481	56.5	5,744	6,590	53.4
1992–93				4,416	5,528	55.6	6,135	6,738	52.3
First Professional									
1980–81				727	243	25.1	2,641	879	25.0
1984–85				689	293	29.8	2,409	1,153	32.4
1986–87				708	320	31.1	2,328	1,092	31.9
1988–89				687	389	36.2	2,232	1,114	33.3
1990–91				655	462	41.4	2,121	1,250	37.1
1991–92				609	416	40.6	2,121	1,235	36.8
1992–93				644	427	39.9	2,082	1,262	37.7
Doctorates									
1980–81				744	303	28.9	734	292	28.5
1984–85				704	358	33.7	701	297	29.8
1986–87				690	364	34.5	698	344	33.0
1988–89				713	390	35.4	691	382	35.6
1990–91				830	416	33.4	754	451	37.4
1991–92				875	482	35.5	786	394	33.4
1992–93				838	473	36.1	824	467	36.2
Total									
1980–81	11,839	15,804	57.2	19,824	18,449	48.2	17,545	16,787	48.9
1984–85	11,676	16,371	58.4	20,186	18,533	47.9	19,844	18,647	48.4
1986–87	12,059	16,465	57.7	20,174	18,746	48.2	20,037	19,780	49.7
1988–89	11,687	17,066	59.4	20,607	19,934	49.2	19,525	20,622	51.4
1990–91	13,125	19,184	59.4	20,338	21,208	51.0	19,795	22,098	52.7
1991–92	14,021	20,848	59.8	21,361	22,248	51.0	20,423	23,604	53.6
1992–93	14,601	21,924	60.0	21,305	21,376	50.1	20,839	23,506	53.0

* Includes Advanced Certificates

Source: IBHE Degrees Awarded Surveys

Table 22

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1994*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs		Multi-purpose**	Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled		
BOARD OF GOVERNORS UNIVERSITIES											
CHICAGO STATE UNIVERSITY											
Upward Bound/Project Fame***	104	2			106						106
Student Support Services	231	12			246	2	3				248
Transitional College***	72				72						72
Academic Enrichment	115	4			119	5					124
Minority Biomedical Research Support	27		2		29						29
Hispanic-American Affairs	397	1,590	75		2,066	82	4				2,148
Pre-Medical Education Program										158	158
Access										279	279
Support Services for Disabled Students									38		38
Chicago Linkage for Minorities in Biomedical Careers	18	1			19						19
Minority High School Research Apprentice Program	7				7						7
Illinois Cooperative Work-Study Metropolitan Internship Program	20	7			27	1					28
Alliance for Minority Participation	73	5			79		1				79
EASTERN ILLINOIS UNIVERSITY											
Affirmative Action Office										831	831
Afro-American Cultural Center	2,000				2,000	150					2,150
Afro-American Studies	465	18			483	136					619
IL Consortium on Educational Opportunity											0
Minority Admissions Program	67	10	3	1	81						81
Minority Incentive Assistantship Program	3				3						3
Minority Student Affairs Office	535	155	79	15	784						784
Office of Student Housing											
Multiculturalism & Diversity Committee					250	5,050					5,300
Partnerships for Excellence***	121										121
Services for Students with Disabilities									106		106
Student Activities and Organizations											
Minority Affairs										5,715	5,715
Visiting Professorship for Cultural Diversity											
& Committee for Cultural Diversity											6,000
Women's Studies Council											2,400
Women's Studies Minor											376

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Table 22 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1994*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs			Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled	Multi-purpose**	
GOVERNORS STATE UNIVERSITY											
Auxilary Services for Disabled									11		11
Minority Graduate Student Tuition Waiver					36						36
Minority Student Recruitment Program											NA
Minority Student Mentoring Program	42	8			50						50
Latino Recruitment Program		3			3						3
GSU–Gwendolyn Brooks Jr. H.S.*	37				37						37 *
Creative Woman Scholarship								1			1
Nursing Traineeship Grant	6				6						6
NORTHEASTERN ILLINOIS UNIVERSITY											
Summer Transition Program	37	43	7	1	88	6					94
Partners for Success:	11	45	17		73	2					75
Minority Student Mentoring											
Project Success	181	11	43		235	22					257
Proyecto Pa'Lante		108			108						108
El Centro	37	834	9		880	37					917
Center for Inner City Studies	648	4			652	23					675
Women's Studies								566			696
Women's Services								773			946
Handicap Education Liaison Program									134		134
Affirmative Action Office										175	175
Chicago Teachers Center***										14,208	14,208
Veterans Outreach									12		12
Bilingual/Bicultural Education					70	10					80
Student Support Service										244	249
Reading Lab	65	116	77		258	68	58				384
English Language Program	300	950	775		2,025	474					2,499
Student Leadership										91	91
Development Office Scholarships										73	78
Student Clubs										253	253
Inst. Islamic Studies										7	7
Ford Grant											
Fast Pace High School Biology***		3	28		31	15					46
Health Opportunities	7										7
Special Needs***							40				40

Table 22 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1994*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs			Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled	Multi-purpose**	
NORTHEASTERN ILLINOIS UNIVERSITY (Continued)											
Bilingual Special Education	1	66	1		68	4					72
Guidebook for Integrating***											
Science Teaching Network***	46	2	3		51	49					100
Girls Sports Camps***								40			40
Mathematics Lab										3,905	3,905
WESTERN ILLINOIS UNIVERSITY											
African-American Studies Program										558	558
Casa Latina Cultural Awareness Center	810	2,760	210	7	3,787	210	11				4,008
Disability Support Services									196		196
Gwendolyn Brooks Cultural Center	2,888	305	295	2	3,490	2,317					5,807
Hispanic Program for Educational Advancement**	1,750	5,000	150	20	6,920		500				7,420
Minority Achievement Program	208	44	13	1	266						266
Minority Student Recruitment Office	972	295	65		1,332						1,332
President's Minority Graduate Assess Program	7				7						7
Western's Equal Opportunity Scholarship & Grant	22	10	2		34						34
Western's Future Faculty Fellows Program	7				7						7
WIU Summer Minority Tutoring Program**	94	9	1		104						104
Women's Center								440			440
Women's Studies Program										940	940
BOARD OF REGENTS											
ILLINOIS STATE UNIVERSITY											
Office of Residential Life											
Residential Assistant Program	38	9	2	1	50						50
ISMS Awareness Week										6,423	6,423
Black Awareness Committee										6,423	6,423
Human Resources										6,423	6,423
Diversity Training	13	1	1		15						15
MECCPAC											
Black History Month	2,300	75	10	1	2,386	700	1,970				5,056
Latino Heritage Month	50	300	5		355	25					380
Women's History Month								1,827			1,827
Minority Scholars	600	400	10		1,010	800					1,810
Co-Sponsorships	400	200	5		605	100					705

Table 22 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1994*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs		Multi-purpose**	Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled		
ILLINOIS STATE UNIVERSITY (Continued)											
Women's Center/Women's Studies								906			906
Multicultural Center											
Community Outreach & Open House	1,000	300		10	1,310	300					1,610
Calendar of Events – Publications	1,500	450		47	1,997	20					2,017
HPS/MPO/Student Services Assoc.	81				81						81
Collegiate Opp. Adm. Program	119	28			147	1					148
Student Support Service	247	30	1		278	23					301
HPS Program (Incl. CAHNAR & Assoc.)	211	17	4		232	17					249
MPO Program	135	70	12	2	219						219
Summer Enrichment – Minorities	19	1			20						20
Tuition Waivers	39	18	3	1	61						61
Office of Disability Concerns									260		260
Student Counseling Center											
Liasion Relationships										230	230
Student Leadership										320	320
IDS 105 – Cultural Understanding										33	33
Guerrilla Theatre Trp.										714	714
PTS Outreach/Crisis										297	297
Environmental Assessment										642	642
Support Groups										202	202
Student Life & Programs											
Black Student Union	2,300	20			2,320	40					2,360
ALAS	85	1,000			1,085	55					1,140
National Pan Hellenic	100				100	1					101
Black History Month	100	50	2	1	153	40	2				195
Health Service's Health Program										1,240	1,240
NORTHERN ILLINOIS UNIVERSITY											
Affirmative Action										1,078	1,078
Center For Black Studies											
Cultural Programs	3,382	212	15		3,609	464					4,082
Speakers										3,000	8,900
Student Leadership Activities	648	62	22		732	161					904
Center for Latino & Latin American Studies										2,000	2,000
Educational Services & Programs											

Table 22 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1994*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs			Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled	Multi-purpose**	
NORTHERN ILLINOIS UNIVERSITY (Continued)											
ACCESS & CHANCE	798	242	186	8	1,225	196	19				1,440
ACCESS – PAL	546	119	80	3	748	108	3				859
Supplemental Instruction	345	105	71		521	78	9				608
Diversified Resource Learning Center	181	51	22		254	18					272
ACCESS – Student Support Services	225	53	25	2	305	78	1				384
TALENT	456	48	6		510	66	4				580
ACE/Upward Bound	59	22	4		85	6					91
ACE Campus Visits	92				92						92
ESP Tuition Waivers	8	3	2		13	7	1				21
ESP Speakers										15	15
ESP Social/Cultural Activities										274	274
Multicultural Career/Employment Fair										278	278
ESP Campus Visits	173				173						173
Graduate School											
Patricia Roberts Harris Fellowship	2	1	1		4	2					6
IL Consortium For Educational Opportunity	13	1			14						14
Graduate School Minority Fellowship	2	2			4						4
Carter G. Woodson Scholars Program	2				2						2
Rhoten A. Smith Assistantship Program	58	23		1	82						82
Tuition Waivers	32	5			37						37
Office Of Admissions – Undergraduate											
Sponsored Campus Visits	307	786			1,093						1,093
Educational Opportunities Service	2,494	1,880			4,374						4,374
Minority Reception	76	65			141						141
Alumni Telethon	287	217			504						504
STARs Telethon	393	314			707						707
Tuition Waivers	40	63	25		128						128
General Recruitment Outreach	3,633	1,145			4,778						4,778
Office Of Services For Students With Disabilities											
Direct Services									196		196
Hearing Impaired Tuition Waiver									1		1
University Programming and Activities											
Unity in Diversity Conference										150	150
Fine Arts Programs Promoting Diversity										2,380	2,380

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Table 22 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1994*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs			Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled	Multi-purpose**	
NORTHERN ILLINOIS UNIVERSITY (Continued)											
University Resources For Latinos											
Advisement		450			450						450
New Student Mentoring		200			200						200
Cultural Programs										777	777
Student Leadership Activities		300			300						300
Outreach Activities		850			850						850
University Resources For Women											
Counseling								231			231
Workshops/Seminars								233			233
Tuition Waivers								1,576			1,576
Co-sponsored Programs											
Women's Studies Program											
Classes								263			271
Minors (Graduate & Undergraduate)								74			74
Women's History Month								321			374
Colloquia (Sponsored & Co-sponsored)								95			150
Advisement & Research Assistance								30			37
Other Speakers								199			339
SANGAMON STATE UNIVERSITY											
Minority Services Center	298	39	8	1	346	25					371
Minority Leadership in Public Service	14	1			15						15
Minority Recruitment	150	18	13	5	186	1,260					1,632
Minority Student Support for Teaching***	60				60						60
Student/Parent/Teacher Program***	70				70						70
College Futures***	173				173						173
Incorporation Project	16	2	2		20	180					200
Multicultural Diversity	8		8		16	8					24
Whitney M. Young Fellowship Program	10	1			11						11

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Table 22 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1994*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs		Multi-purpose**	Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled		
SOUTHERN ILLINOIS UNIVERSITY											
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE											
Chicago H.S. for Agricultural Science/ Recruitment Program***										443	443
Future Scholars Program***	36	1			37						37
Minority Engineering Program***	156	29			183						183
Minority H.S. Research Apprentice Program***	11	4	5		20						20
Southern IL Regional Career Preparation Program***	60				60						60
Upward Bound***										67	67
American Medical Women's Association/Medical School								35			35
Women's Introduction to Engineering***								19			19
Black American Studies Program										414	414
Black Togetherness Organization	18				18						18
Center for Basic Skills										324	324
College of Business Minority Retention Program	135	23		4	162						162
College of Education Minority Retention & Recruitment Program	189	20	20	7	236						236
Disabled Support Services									394		394
Dr. H.C. Landecker Memorial Endowment Fund/ Medical School								1			1
Friends of Medical Students/Medical School											N/A
Geology Minority Program	1			1	2						2
Graduate Dean's Fellowship Program										10	10
Head Start***										342	342
IL Consortium for Educational Opportunity										127	127
IL Minority Graduate Incentive Program	23	7			30						30
Medical/Dental Preparatory/Medical School										80	80
Minority Participation Scholarships	18	6			24						24
Multicultural Programs and Services										232	232
Night Transit								558	28		586
Prematriculation Program/Medical School	6				6						6
Program to Prepare Minority Personnel for LD/EMH Minority Children & Youth	9				9						9
Project Achieve									171		171
Proactive Recruitment of Multicultural Professionals for Tomorrow (PROMPT)	17	2	4		23						23

Table 22 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1994*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs			Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled	Multi-purpose**	
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE											
Scholarship Program for Academically Superior Minority Students/Medical School	4				4						4
School of Law Minority Fellowships	15	9	1		24						29
School of Law Tutorial Program										35	35
Special Populations/Disabled Student Recreation Program									49		49
Student National Medical Association/Medical School	20	5	26		51						51
Wheel Chair Repair Service									35		35
Women's Services								81			81
Women's Studies										387	387
SOUTHERN ILLINOIS UNIVERSITY AT EDWARDSVILLE											
Competitive Graduate Award	3				3	16		11			19
Computer Lab/East St. Louis	100				100						100
Cooperative Education Program for Liberal Arts Students Focusing on Women and Minorities										420	420
Disabled Services Office										169	169
East St. Louis Scholarship Loan	134				134						134
Educational Opportunity Center/East St. Louis	626		7		633	92	3				728
IL Consortium for Educational Opportunity	1	1			2						2
Katherine Dunham Center for the Performing Arts	1,694				1,694	153					1,847
Minority Engineering Program	56	5	7		68		3				71
Minority Engineering Program Department Tutoring Program	10	1			11		2				13
Minority Scholarship Program	169	6	7		182	3		120			185
Minority Teachers of Illinois Scholarship	9		1		10						10
National Action Council for Minorities in Engineering Incentive Grants Program	3				3						3
President's Minority Graduate Tuition Awards	16	1	1		18			12			18
Project GAIN	88	1	1		88	19					107
Project More: Minority Outreach and Retention Efforts	774		5		779	942					1,721
School of Dental Medicine Minority Scholarship Program	3	1			4						4
General Practice Residents						4					4

Table 22 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1994*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs		Multi-purpose**	Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled		
SOUTHERN ILLINOIS UNIVERSITY AT EDWARDSVILLE (Continued)											
School of Nursing Recruitment/Retention Committee	175	1			176	114					290
Special Services Program	254	4	6		264	123					387
Students Engaged in Engineering	62				62						62
Women and Minorities in Educational Administration											0
Women's Studies Program								291			362
Child Development Program/East St. Louis***	288				288						288
Educational Enrichment Program***	633	5	7		645	114					759
Family Service Center***	95				95						95
Head Start Program***	1,304	6	1		1,311	188	2				1,501
Latchkey Program***	103				103						103
Mentoring at Landsdowne***	705	2			707	3					710
Project CARING***	1,106	2	5		1,113	4					1,117
Project REAL: Restructuring Education at Landsdowne***	705	2			707	3					710
Project Success/East St. Louis***	146				146						146
Upward Bound/Science Awareness Program***	156				156						156
UNIVERSITY OF ILLINOIS											
UNIVERSITY OF ILLINOIS AT CHICAGO											
Academic Center for Excellence	169	521	246		936	450	33				1,419
African-American Academic Network	1,581	173	339	2	2,095	399	32				2,526
African-American Cutural Center	849	145	316	5	1,315	453	4				1,772
African-American Parents Council	805	30		1	836	20					856
Alternative Physical Education	35	79			114	10					124
Association of Latino Parents	24	1,711	4	2	1,741	38					1,779
Black History Month	1,600	70	30		1,700	470					2,170
Campus Advocacy Network	20				20	40	1,364				1,424
Center for Research on Women and Gender	163	76			239	384	33				656
Chancellor's Award	23	13		1	37						37
Chancellor's Committee on Status Latinos	30	292			322	57	4,684				5,063
Chancellor's Committee on the Status of Women								1,500			1,500
Children's Center	46	31	67		144	128	7				279
College of Business Administration Office of Minority Affairs	307	370		10	687						687
College of Architecture, Art & Urban Planning, Minority Affairs	112	88	32		232	158	7				397

Table 22 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1994*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs			Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled	Multi-purpose**	
UNIVERSITY OF ILLINOIS AT CHICAGO (Continued)											
College of Education											
Cycle Future Teachers Club***					150						150
Nation of Tomorrow	1,400	2,124	18	1	3,543	58					3,601
College Prep Math Program	66	162	54	1	283	112					395
Disability Services									121		121
Early Outreach***											
Saturday College***	171	148	15		334	7					341
College Component***	187	80	11		278	4	2				284
Mayor's Summer Job Program	72	12	2	1	87	2					89
Summer Enrichment Program for Students Attending Project CANAL Schools***	24	10			34						34
Graduate College Admissions & Retention Program											
Abraham Lincoln Grad. Fellowship	7	3			10						10
CIC Summer Research Opportunity Program	21	4			25						25
GRE Minority Graduate Locator											
Illinois Consortium for Educational Opportunity	11	4			15						15
Illinois Minority Graduate Fellowship	5	1			6						6
Minority Academic Partnership Plan	1	1			2						2
Patricia Roberts Harris Fellowship											
Health Careen Opportunity Program	134	84	16		234	20					254
Hispanic Math Science Education Initiative***	2	124			126	1					127
IM Ready***	366	176			542		180				722
Latin American Recruitment & Educational Services	23	1,765	71	3	1,862						1,862
Minority Engineering Program	132	232		2	366						366
National Youth Sports Program	22				22	3					25
Native American Support Program	35	40		620	695	170					865
UIC-CCC Transfer Partnership (HBCA Grant)	234	101	135	2	472	247	10				729
Presidents' Award Scholarship Program	138	262		1	401						401
Presidents Award Support Program	204	355		3	562						562
President's Leadership Program											
Professional Development Program (Math)	10	15	3		28						28
Project Upward Bound***	124	6			130	1	2				131
Academic Support Services***	86	53	8		147	2					151
Educational Talent Search***	525	121	1		647	2					649
Math/Science***	42	3	2		47	3					50

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Table 22 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1994*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs			Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled	Multi-purpose**	
UNIVERSITY OF ILLINOIS AT CHICAGO (Continued)											
Scholars Program***	270	65	11		346	4					350
Rafael Cintron Ortiz Cultural Center	500	14,500	150	70	15,220	2,000	28				17,248
Career Placement Services											38,639
Chicago Urban Health Program											9,991
College of Associated Health Professions	29	46	18	6	149	42					191
College of Pharmacy	52	15	198	1	266	324	7				597
Summer Research Apprentice Program	3	2	7		12						12
College of Medicine											
Minority H. S. Student Research & Apprenticeship Program***	15	4			19						19
African-American Male Mentoring Program	25	2			27						27
Northwestern Minority Mentorship Program	57	31	3		91	3					94
Project L.A.D.Y.								42			42
Robert Wood Johnson Minority Education Program	17	13	1		31						31
College of Nursing Urban Health Program	2,183	1,092	291		3,566	109					3,675
Associate Chancellor for Community Relations											
ACT-SO***	100	100			200						200
Read-In	700	1,400			2,100						2,100
Martin Luther King, Jr. Scholarships	40	47		1	88	5					93
Salute to Academic Achievement	146	101		4	251						251
Summer Trek	64	22	13		99	24	75				198
University of Illinois Association of Parents	127	93	112	4	336	1,816	8				2,152
Office of Women's Affairs								578			660
Women's Studies								N/A			N/A
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN											
Academic Assistance Program, LAS	903	679	3	10	1,595	1					1,596
Academic Support Services, Academic Affairs	890	410	2	6	1,308	5					1,313
Academic Writing Program, English Department, LAS (formerly EOP)	243	117	26	2	388	35	6				429
Afro-American Studies and Research Program, LAS	950				N/A						1,900
Broad Horizons, Applied Life Studies	6				6						6
Central Black Student Union, Residential Life	951	250	30		1,231						1,231
Chemistry Department Tutorials, LAS	338	171	2	3	514	1					515
Division of Rehabilitation Education Services, Applied Life Sciences									304		304
Educational Opportunity Program, College of Education	22	2			24						24
Engineering Consortium Fellowship Program, College of Engineering	6	5			11						11

Table 22 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1994*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs		Multi-purpose**	Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled		
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN (Continued)											
Equal Opportunity Program, College of Law	286	99	211	6	602						602
Graduate College Minority Student Affairs Office, Graduate College	700	400	200	15	1,315						1,315
CIC Minority Fellowship	1			1	2						2
Graduate College Fellowships	48	13		2	63		1				64
Illinois Consortium of Educational Opportunity	14	2			16						16
Illinois Minority Graduate Incentive Program	11	2			13						13
Interinstitutional Collaborations, Academic Affairs & Graduate College					0						0
Minority Academic Partnership Plan	11	1			12						12
Patricia Roberts Harris Fellowship Program	6	2			8						8
Summer Research Opportunities Program	67	14			81						81
Illini Union Pgm Dept African American & Latino Program Committee	1,245	600		2	1,847	200					2,047
Illinois Minority Science Internship Program, College of Agriculture	5	4			9						9
La Casa Cultural Latina, Office of the Chancellor	157	1,316	46	9	1,528	94	56				1,678
Mathematics Department Tutorials, LAS	592	304	2	2	900	1					901
Merit Workshop Program, Department of Mathematics, LAS ***											145
Minority Access Program, College of Law	6	4			10						10
Minority Affairs Program, College of Engineering	276	275		8	559						559
Minority Affairs Program, College of Veterinary Medicine	276	11	9	2	298						298
Minority Introduction to Engineering, College of Engineering **	33	11			44		1				45
Minority Student Advisement Program, Commerce & Business	197	127	319	1	644		11				655
Minority Student Retention Program, College of Agriculture	85	53	5	6	149	13	13				175
Multicultural Career Conference, Career Services, Student Affairs	912	208	47		1,167						1,167
Multicultral Enrollment Committee, Office of Admissions	7,200	4,804	6,500	100	18,604		1,000				19,604
National Achievement Scholarship Program, Univ Off Pol Anal	16				16						16
Office for Cultural Diversity, College of Education	45	4		3	52						52
Office of Minority Student Affairs, Student Affairs	2,159	1,611	58		3,828	33	25				3,896
African-American Cultural Program	3,300	870	4	26	4,200	2,100	125				6,425
Educational Opportunities Program	987	593	13		1,593	5					1,598
Ronald E. McNair Post-Baccalaureate Achievement Program	55	33			88						88
President's Leadership Program	107	72			179						179
TRIO/Student Support Services	138	88	1		227						227
Upward Bound **	66				66						66
Office of Women in International Development, LAS								72			117
Office of Women's Programs, Student Affairs								3,340			3,738
Peer Recruitment Program, Office of Admissions	1,100	757			1,857						1,857

Table 22 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1994*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs			Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled	Multi-purpose**	
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN (Continued)											
President's Award Program, Academic Affairs	505	523			1,028						1,034
Principal's Scholars Program, Academic Affairs	4,500	400		75	4,975	45					5,020
Research Apprenticeship in Applied Science, Agr & Vet Med **	31	5	4	1	41	1					42
Serving Underrepresented Groups in Engineering, College of Eng ***										27	27
Special Populations Health Program, McKinley, Student Affairs ***										4,772	4,772
Transition Program/Summer Bridge Program, LAS	113	46		2	161	10					171
Undergraduate Summer Research Pgm for Minority Students, Agric	18	2			20						20
Women, Info Technology & Scholarship Colloquium, Cen for Adv Study								43			43
Women's Studies Program, LAS								1,937			2,429

Table 22 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1994*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs		Multi-purpose**	Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled		
ILLINOIS COMMUNITY COLLEGES											
BELLEVILLE AREA COLLEGE											
Gender Equity										1,120	1,120
Gender Equity for Youth ***										4,800	4,800
Minority Transfer Center	168	7	5	2	182	10					192
Minority Transfer Center ***					42						42
BLACK HAWK COLLEGE											
College Prep for English as a Second Language		20	21		41						41
Minority Affairs Office	23	11			34	1					35
Non-Traditional Occupations								14			14
Special Needs Advocacy									17		17
CITY COLLEGES OF CHICAGO											
DALEY COLLEGE, RICHARD J.											
ALSP Counseling										8,240	8,240
ALSP Tutoring										551	551
Faculty Advising	743	229	34		1,006	114	23				1,143
National Youth Sports	141	232	1		374	22	7				403
NovaNET										7,351	7,351
Placement Services	178	107	9	2	296	60					356
Special Needs Services	62	41	3		106	107	4				217
Student Facilitators	115	46	4		165	25					190
Transfer Center	296	234	25	1	556	252	12				820
KENNEDY-KING COLLEGE											
Benjamin E. Mays Academy***	368				368						368
Building Opportunities	151				151	2					153
Project Transfer	816	3	4	3	826	9	3				838
MALCOLM X COLLEGE											
Academic Support Center											
Tutoring	1,531	250	23	5	1,809	41	150				2,000
Placement Testing	2,111	315	55	11	2,492	63	105				2,660
NovaNET										3,864	3,864
Precollege Institute	400	15	4	1	420						420

Table 22 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1996*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs			Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled	Multi-purpose**	
MALCOLM X COLLEGE (Continued)											
Child Development Center	45	5			50						50
Economic Development	55	10	5		70	2					72
FHS/AHS	1,250	1,076	18	9	2,353	22					2,375
Latino Center		739			739						739
NYSP	400				400	10	32				442
Placement Center	755	71	23	11	860	32	8				900
Special Needs	12	3			15						15
Transfer Center	556	55	42	15	668	10	32				710
OLIVE-HARVEY COLLEGE											
Career Placement	1,171	41	3	9	1,224	14					1,238
Child Development Center	56				56						56
Consortium to Enhance College Attendance	107	20	13		140						140
Future Teachers of Chicago	45	15			60	3					63
High School Pathway	1,300	200	20		1,520	80					1,600
Information, Referral & Retention										3,233	3,233
Latino Services Center	15	2,294	3		2,312	5	2				2,319
National Youth Sports	580	2			582	2					584
NOVANET	5,212	171	8		5,391	29	23				5,443
Olive-Harvey Middle College	132	13			145	2					147
Positive Alternatives	193				193						193
Special Needs									27		27
Summer Youth	360				360						360
Transfer Center	819	47	4	5	875	10	2				887
TRUMAN COLLEGE, HARRY S											
ALSP Counseling	285	1,403	660	23	2,371	768					3,139
Audiovisual Tutorial Lab	302	3,017	713	26	4,058	868					4,926
AVT International Students Peer/Advisor/Tutor	72	47	229	2	350	86					436
Bilingual Assistance	60	315	134	3	512	40					552
College Level Tutoring Services	402	279	562	19	1,262	491					1,753
Dubois - Washington	105	2	14	2	123	2					125
Excellence Through Diversity	64	30	11	2	107	93					200
Institute for Native American Development	1	1	1	99	102	1					103
NovaNET Tutoring	444	1,111	1,127	24	3,149	951					4,100

Table 22 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1996*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs			Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled	Multi-purpose**	
TRUMAN COLLEGE, HARRY S (Continued)											
Refugee Assistance Center	97	93	1,238		1,428	1,521					2,949
Single Parent	122	33	8	3	166	34					200
Special Serv for Disabled Students/Touch Club	428	161	216	4	809	236					1,045
Technical Center--Counselling/Tutoring Services	294	203	98	4	599	86					685
Truman Middle College Alternative High School	71	68	14	12	165	52					217
WASHINGTON COLLEGE, HAROLD											
Audio Visual	84	7	9		100	4					104
Black Student Union	50				50						50
Career Access	176	10	11		197	5					202
Dept of Mental Health Voc Trng									76		76
Korean Club			26		26						26
Opportunities	1,040	30	1		1,071	17					1,088
Organization of Latin American Students		60			60						60
Project Leap	120	4			124	3					127
Project Prepare (Talent Search)	600				600						600
Projects with Industry									78		78
Real Men Program	49				49	1					50
Spanish GED-TV		74			74						74
Special Needs									291		291
Transfer Center	555	119	224	7	905	141					1,046
Vocational Transition Program, DOMH									30		30
WRIGHT COLLEGE, WILBUR											
10th Annual Ethnic Food Fest	300	315	30		645	150	20				815
7th Annual African Am Students Awards Luncheon	50	6	1		57	51	3				111
African American History Month	960	95	11		1,066	190	7				1,263
Chef's Program for Ex-offenders	32	2			34	1					35
Hispanic Month	140	1,200	20		1,360	350	150				1,860
National Women's Month	80	150	8		238	300	50				588
Office Skills for Disabled									7		7
Positive Alternatives	580	270			850	7	1				858

Table 22 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1994*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs		Multi-purpose**	Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled		
DANVILLE AREA COMMUNITY COLLEGE											
Black Student Association	25				25						25
Building Fairness/Options for Women***								32			32
Minority Scholarship/Foundation	4	3	1		8						8
New Directions/DECCA								12			12
Opportunities/ICCB & IDPA								338			338
Special Populations/Disabled Students									78		78
Student Human Relations Council	107	20	10		137						137
DUPAGE, COLLEGE OF											
Health & Special Services									1,037		1,037
International Student Advising										115	115
Minority Transfer Ctr (HECA)	96	121	260	16	493	1,673					2,166
Project Path									251		251
ELGIN COMMUNITY COLLEGE											
ADAPT									15		15
BSA	38				38						38
Black History Month	135				135						135
Career Conferences	40	45	12	3	100	400					500
College Tours for Minority Students	15	20	15		50						50
Displaced Homemakers										67	67
Hispanic Heritage		308			308						308
Homeless Job Training										875	875
KDK Summer Youth ESL ***		28	7		35						35
KDK Summer Youth Hands-on ***		53	34	3	90	13					103
Making College Happen	30	20	1		51						51
Mentorship (Grade H.S.) ***	10	20			30						30
Middle School Career Activity ***	12	8			20	30					50
Minority Affairs Open House	30	70	5		105						105
Minority Leadership		25			25						25
Minority Tracking System	320	540	87	10	957						957
Minority Transfer Center	81	762	38	8	889						889
Minority Transfer Center Newsletter	1,040	5,424	1,388	56	7,908						7,908
Minority Transfer Center Open House	100	120	25	5	250						250
National Council La Raza		15			15						15

Table 22 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1994*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs			Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled	Multi-purpose**	
ELGIN COMMUNITY COLLEGE (Continued)											
Office of Minority Affairs	862	2,700			3,562						3,562
OLAS (Hispanic Student Association)		79			79						79
Orientation – Diversity Component	44	59	30	5	138	730					868
Project Fiesta	1	50			50						50
Single Parent										180	180
Special Populations Assistance									270		270
This & That Admission Newsletter	1,000	1,000			2,000						2,000
HARPER COLLEGE, WILLIAM RAINEY											
Center for Students with Disabilities									400		400
Multicultural Affairs	20	113	133		266						266
Resources for Women:											
Displaced Homemaker								131			131
Single Parent								140			140
Women's Courses								926			926
TEAM (Together Each Achieves More)										25	25
HEARTLAND COMMUNITY COLLEGE											
Special Populations Programs										293	293
HIGHLAND COMMUNITY COLLEGE											
Dept of Adult Vocational & Technical Education										149	149
Title IV, Student Support Services										262	262
Title IV, Upward Bound										79	79
ILLINOIS CENTRAL COLLEGE											
Minority Transfer Center	314	6	16		336	583					919
Opportunities Program	104	2	8	1	115	344	13				472
Project Opportunity ***	36	2			38						38
Special Academic Services										717	717
Student Support Services	120	5	2	1	128	102					230
Young Scholars ***	84	1	2		87						87

Table 22 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1994*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs			
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled	Multi-purpose**	Total Students Served
ILLINOIS EASTERN COMMUNITY COLLEGES											
International Program	8	43	19		70	29					119
Perkins (Disadvantaged)										324	324
Single Parent/Displaced Homemaker								134			135
Special Populations (Testing & Counseling)										2,332	2,332
Student Success Network										202	202
Upward Bound Program										75	75
ILLINOIS VALLEY COMMUNITY COLLEGE											
Placement										1,575	1,575
Retention										2,021	2,021
Special Needs										182	182
JOLIET JUNIOR COLLEGE											
Intercollegiate Opportunity for Minority Students	175	88	18	4	285						285
Office of Minority Enrollment	813	488	127	23	1,451						1,451
Project Advance	52	26	4		82	100	3				185
Special Needs									267		267
KANKAKEE COMMUNITY COLLEGE											
Building Opportunities								81			81
DAVTE, Handicapped, Disadvantaged & LEP										1,718	1,718
Dr. King Adult Ed Centers	216	54	2		272	201					473
Enhancing Emplymnt Opp for Women								44			44
FIPSE Program (minority transfer)	400	49	1		450	50					500
Job Training Partnership										1,980	1,980
Literacy Programs	47	84	22		153	114	8				275
Parent Training Initiative	549	24			573	273					846
Summer Training & Employment***	160	6			166	102					268
Transfer Center										908	908
Upward Bound***										52	52

Table 22 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1994*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs			Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled	Multi-purpose**	
KASKASKIA COLLEGE											
Black Student Association	14				14						14
HECA Pre-College Enrichment***	105				105						105
Marion County Housing/Gateway Program	22		2		24	88					112
Reading Link										227	227
SNAP - ICCB/JTPA Special Needs									20		20
Veterans Upward Bound										122	122
KISHWAUKEE COLLEGE											
Adult Basic Education for the Mentally Disabled									23		23
Nontraditional Nineties - Exploring Careers for Women								52			52
Spanish General Education Development Classes		90			90						90
Spanish General Education Development Testing		16			16						16
Special Needs Counseling Services									126		126
LAKE LAND COLLEGE											
Special Needs Counselor and Services									133		133
Single Parent/Homemaker								114			116
LAKE COUNTY, COLLEGE OF	No budgeted programs for underrepresented groups										
LEWIS & CLARK COMMUNITY COLLEGE											
Black Student Association	82				82						82
Deaf Services									7		7
Single Parent/Homemaker								206			206
Student Support Services									90		90
LINCOLN LAND COMMUNITY COLLEGE											
Displaced Homemaker										355	355
LLCC Trustee Tuition Waivers	18				18						18
LLCC/CILCO/Urban League Scholarships	12				12						12
LLCC Summer College for Kids/African American Tuition Waiver	23				23						23
LLCC Eastside Service Center	54				0						
Minority Transfer Center	99	8	11		54		51				105
Special Needs					118	121					239
									76		76

Table 22 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1994*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs		Multi-purpose**	Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled		
LOGAN COLLEGE											
Black Student Association	18				18						18
Disabled Student Services									34		34
Hearing Impaired Services									8		8
International Club										23	23
Minority Transfer Center	75	5	5	2	87	11					98
Single Parent/Homemaker										140	140
MCHENRY COUNTY COLLEGE											
Adult Re-Entry								3,638			3,638
Special Needs										196	196
MORAINE VALLEY COMMUNITY COLLEGE											
African American History Month										366	366
Alliance of Latin American Students	35		78	2	115	2					117
Building Opportunity										59	59
Latin Cultural Awareness Month										537	537
Learning Development Support Services									131		131
Minority Student Transfer Center	259	214	49	5	527	107	21				655
Physically Disabled Support									90		90
Returning Woman								79			79
Thurgood Marshall Education Emergency Fund										37	37
Thurgood Marshall Education Scholarship										4	4
MORTON COLLEGE											
Learning Disabilities/Spec Populations									56		56
OAKTON COMMUNITY COLLEGE										333	333
ASSIST (Special Needs Students)	34	2	18		54	20					74
BNAT (Basic Nurse Assistant Training)		48	13		61	42				92	92
CO-OP		1	26		32	12					103
Family Literacy	5									24	44
High Risk Nursing Program		63	265	2	361	377	486				24
Open Door(SNAP)	31										1,224
SOS/Library Literacy											

Table 22 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1994*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs		Multi-purpose**	Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled		
OAKTON COMMUNITY COLLEGE (Continued)											
STEPS (Services to Establish Patterns of Success)	83	23	24	1	131	79					210
Sunshine	6	16	3	1	26	76					102
PARKLAND COLLEGE											
Access, Equity & Cultural Diversity											N/A
Preparedness (Disadvan Students/Spec Pop)***										655	655
Sex Equity										54	54
SNAP (Special Needs Assistance Program)									73		73
Student Support Services – Handicapped									231		231
Transfer Center	368	61	111	11	551	2,063	103				2,717
Women's Programs/Services								1,461			1,461
PRAIRIE STATE COLLEGE											
Affirmative Action/Equal Opportunity					N/A						N/A
Computer Literacy/Special Populations											N/A
Disabled Student Affairs									93		93
Disadvantaged Students Tutoring										4,484	4,484
HECA Transfer Center	278	102	20		400	128					528
Office of Minority Student Affairs	534	171	48	2	755	230					985
Opportunities Program										134	134
Returning Woman's Program								145			145
REND LAKE COLLEGE											
College Special Needs Counselor										10	10
Early School Leaver										107	107
HECA – Project First Class***	209				209						209
Sex Equity								77			82
Single Parent								154			164
Vocational Special Population										1,038	1,038
RICHLAND COMMUNITY COLLEGE											
Black Student Association	25				25						25
College Futures***	183				183						183
Displaced Homemakers								135			135

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Table 22 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1994*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs		Multi-purpose**	Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled		
RICHLAND COMMUNITY COLLEGE (Continued)											
Families in Transition	46				46	18					64
Options in Technology										55	55
Single Parents and Homemaker								107			107
Special Needs									55		55
Transfer Center	219	7	7	7	240	674					914
ROCK VALLEY COMMUNITY COLLEGE											
Targeted Populations/Vo-Tech Programs										242	242
SANDBURG COLLEGE, CARL											
Galesburg Grow Your Own	6				6						6
SAUK VALLEY COMMUNITY COLLEGE											
Special Needs - Learning Disabled									43		43
Special Needs - Physically Disabled									36		36
SHAWNEE COMMUNITY COLLEGE											
Academic Opportunity	60				60	131					191
Carl Perkins Special Needs										185	185
Minority Transfer Center	105				105	261					366
Project Connect										147	147
Special Needs Assistance Program									20		20
SOUTH SUBURBAN COLLEGE OF COOK COUNTY											
Academic Assistance Center	702	131	42	12	887	1,013	41				1,941
ACT-SO Scholarships	128	4			132	68					0
Cultural Diversity	30	8	3	2	43						200
Minority Scholarships/Recognition								377			43
Opportunities	101	6	1		108	203					377
Psychology 121											311

Table 22 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1994*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs			Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled	Multi-purpose**	
SOUTH SUBURBAN COLLEGE OF COOK COUNTY (Continued)											
Returning Adult Center										1,506	1,506
Special Needs	234	27	10		271	372	17				660
Student Support Services Grant	145	11	2	3	161	59					220
Talent Search	515	7	1	2	525	13					538
Transfer Center	604	85	31		720	714	22				1,456
SOUTHEASTERN ILLINOIS COLLEGE											
Developmental Studies:										381	381
Developmental Education (Tutoring)										938	938
Developmental Education (Mentoring)										1,099	1,099
Computer Lab								57			57
Single Parent/Homemaker Advancement Project										331	331
Special Needs Grant										36	36
Special Needs Recruitment/Retention											
SPOON RIVER COLLEGE										249	249
Handicapped and Disadvantaged										65	65
In School Youth***										159	159
Single Parents/Displaced Homemakers										67	67
Special Needs Assistance Program										1,986	1,986
Special Populations											
STATE COMMUNITY COLLEGE OF EAST ST. LOUIS											
Minority Articulation Transfer					N/A						N/A
Student Support Services					N/A						N/A
Adult Education					N/A						N/A
Literacy					N/A						N/A
TRITON COLLEGE											
Hispanic Student Organization		N/A			N/A						N/A
Minority Transfer – HECA	1,102	421	334	17	1,874	2,133					4,007
Nuevos Horizontes	96	7,842	29		7,967	220	18				8,205
Project Advance										184	184
Psych Nursing			5		5	3					8
Spanish Literacy	126				126						126
Student Support Services											403

Table 22 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1994*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs			Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled	Multi-purpose**	
TRITON COLLEGE (Continued)											
Talent Search										608	608
TRAC (Dislocated Workers)										148	148
Upward Bound***	27	25	2		54	2					56
WAUBONSEE COMMUNITY COLLEGE											
Disabled Students									278		278
Office Technology					130	130					260
Road to Success	18	31			49	11					60
Student Support Services	35	27	5	1	68	132					200
Transfer Center	39	101	24		164	486					650
WOOD COMMUNITY COLLEGE, JOHN											
Supportive Learning Services									41		41

N/A – Not Available
* Includes all programs that have a primary purpose to serve underrepresented students and that have a budget allocation from the institution for this purpose.
** Program is directed to serve more than one underrepresented group (e.g., minorities and females).
*** Program serves elementary and secondary school students.

Table 23

PROGRAMS FOR UNDERREPRESENTED STAFF AT ILLINOIS PUBLIC INSTITUTIONS
STAFF SERVED, FISCAL YEAR 1994*

Program	Racial/Ethnic Composition of Staff Served by Minority Programs							Females & Disabled Served By Dedicated Programs		Multi-purpose**	Total Staff Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled		
BOARD OF GOVERNORS UNIVERSITIES											
CHICAGO STATE UNIVERSITY											
Affirmative Action Program	566	27	51		643	246		496			890
EASTERN ILLINOIS UNIVERSITY											
Affirmative Action Office											1,048
BOG Affirmative Action											
Administrative Fellows Program										1	1
Visiting Professorship for Cultural Diversity											
& Committee for Cultural Diversity										1,628	1,628
Women's Studies Council										370	370
Services for Student and Staff with Disabilities									10		10
GOVERNORS STATE UNIVERSITY											
Professional Enrichment Program										150	150
NORTHEASTERN ILLINOIS UNIVERSITY											
Affirmative Action Office										2,290	2,290
Women's Services								12			12
WESTERN ILLINOIS UNIVERSITY											
Affirmative Action Administrative											
Internship Program										2	2
Affirmative Action Doctoral Scholar's Program										1	1
Women's Center								251			251
ILLINOIS STATE UNIVERSITY											
Office of Residential Life											
Human Resource Development	24	3	3	1	31	180					211
Diversity Training	24	3	3	1	31	180					211
MECCPAC								63			63
Women's History Month											
National Pan Hellenic	10				10	3					13
Women's Center/Women's Studies								24			24

Table 23 (Continued)

PROGRAMS FOR UNDERREPRESENTED STAFF AT ILLINOIS PUBLIC INSTITUTIONS
STAFF SERVED, FISCAL YEAR 1994*

Program	Racial/Ethnic Composition of Staff Served by Minority Programs							Females & Disabled Served By Dedicated Programs		Multi-purpose**	Total Staff Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled		
ILLINOIS STATE UNIVERSITY (Continued)											
Office of Student Life & Programs	20	11			31	25	3				59
Black Student Union	15				15	5					20
ALAS	3	12			15	5					20
Recruitment-Min Fac/Staff Program											
Office of Disability Concerns											
Multicultural Center										853	853
Student Affairs											
Professional Development	1	1			2						2
Disability Concerns											60
Sexual Harrassment											75
Black History Month											75
Guerilla Theatre											90
Student Counseling Center's											
Liaison Relationships	17	2			19	62					81
NORTHERN ILLINOIS UNIVERSITY											
Affirmative Action										56	56
Affirmative Action Office For Operating Staff											
Trainee Program	11	2	1		14	1					15
Computer Enrichment Program	3	3			6	4					10
Supported Employees			1		1	2					3
Center For Black Studies											
Cultural Programs	71	11	9		91	48					139
Speakers	173	44	29		246	417					663
Student Leadership Activities	27				27	3					30
Center for Latino & Latin American Studies										100	100
Educational Services & Programs											
Speakers										100	100
Social/Cultural Activities										128	128
BOR Black Faculty/Staff Retreat	44				44						44
Office Of Services For Students With Disabilities									25		25
University Programming and Activities											
Unity in Diversity Conference										50	50
Fine Arts Programs Promoting Diversity										1,200	1,200
University Resources For Latinos	5	15	1		21	4					25

Table 23 (Continued)

PROGRAMS FOR UNDERREPRESENTED STAFF AT ILLINOIS PUBLIC INSTITUTIONS
STAFF SERVED, FISCAL YEAR 1994*

Program	Racial/Ethnic Composition of Staff Served by Minority Programs							Females & Disabled Served By Dedicated Programs			Total Staff Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled	Multi-purpose**	
NORTHERN ILLINOIS UNIVERSITY (Continued)											
University Resources For Women											
Counseling								31			31
Sponsored Events								130			130
Co-sponsored Programs								1,184			1,184
Women's Studies Program											
Women's History Month								235			267
Graduate Colloquim								30			55
Other Speakers								26			48
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE											
University Woman's Professional Advancement								317			317
Women's Studies								1,400			1,400
Affirmative Action Office/Medical School										108	108
SOUTHERN ILLINOIS UNIVERSITY AT EDWARDSVILLE											
Minority Faculty Recruitment and Retention	12				12						12
UNIVERSITY OF ILLINOIS											
UNIVERSITY OF ILLINOIS AT CHICAGO											
Affirmative Action	77	88	102	1	268	492	5	428	18		765
Chancellor's Committee on the Status of Blacks											N/A
Chanc. Comm. on the Status of Gays, Lesbians and Bisexuals											N/A
Chancellor's Committee on the Status of People with Disabilities											N/A
Chancellor's Committee on the Status of Women							350	350			350
Latino Committee on University Affairs	26	1,150	10		1,186	22		684	1		1,208
Minority Faculty Recruitment Pool	11	6			17						17
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN											
Chancellor's Minority Postdoctoral Fellowship	2				2						2
Minority Supplemental Research Grant	3				3						3
Office of Affirmative Action, Office of the Chancellor											N/A
Supplemental Salary Program		1			1						1
Targets of Opportunity Program	9	5			14						14

Table 23 (Continued)

PROGRAMS FOR UNDERREPRESENTED STAFF AT ILLINOIS PUBLIC INSTITUTIONS
STAFF SERVED, FISCAL YEAR 1994*

Program	Racial/Ethnic Composition of Staff Served by Minority Programs							Females & Disabled Served By Dedicated Programs		Multi-purpose**	Total Staff Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled		
ILLINOIS COMMUNITY COLLEGES											
ELGIN COMMUNITY COLLEGE											
Affirmative Action										307	307
KANKAKEE COMMUNITY COLLEGE											
Affirmative Action										391	391
											0
KASKASKIA COLLEGE											0
Diversity Seminar**										151	151
Affirmative Action**										151	151
PARKLAND COLLEGE											
Affirmative Action											N/A
PRAIRIE STATE COLLEGE											
Affirmative Action /Equal Opportunity											N/A
REND LAKE COLLEGE											
Affirmative Action										285	285
SHAWNEE COMMUNITY COLLEGE											
Affirmative Action										23	23
SOUTH SUBURBAN COLLEGE OF COOK COUNTY											
Cultural Diversity	4		5		9		11				20
Returning Adult Center										7	7
Talent Search	7				7						7

N/A-Not Available
* Includes all programs that have a primary purpose to serve underrepresented staff and that have a budget allocation from the institution for this purpose.
** Program is directed to serve more than one underrepresented group (e.g., minorities and females).
*** Program serves elementary and secondary school students.

Table 24

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1993 AND 1994*

Program	Staff Years Budgeted FY93	Staff Years Budgeted FY94	Dollars Budgeted** FY93	Dollars Budgeted** FY94	Change in Dollars Budgeted
BOARD OF GOVERNORS					
CHICAGO STATE UNIVERSITY					
Freshman Services***	0.00	0.00	0	0	0
Upward Bound/Project Fame	4.00	4.00	378,000	309,500	(68,500)
Student Support Services	4.00	4.00	166,000	170,200	4,200
Transitional College Preparatory***	4.98	4.00	85,000	85,000	0
Academic Enrichment	1.00	1.00	16,000	16,000	0
Minority Biomedical Research Support	20.00	15.00	744,000	1,054,100	310,100
Hispanic-American Affairs	3.00	3.00	102,200	118,700	16,500
Pre-Medical Education Program	5.00	5.00	123,300	132,700	9,400
Access	3.50	3.50	269,800	300,000	30,200
Affirmative Action Program	2.00	2.00	93,200	92,000	(1,200)
BGU Minority Internship	0.00	0.00	76,200	85,000	8,800
Support Services for Disabled Students	0.00	0.00	0	6,800	6,800
Chicago Linkage for Minorities in Biomedical Careers	0.00	1.50	0	98,000	98,000
Minority High School Research Apprentice Program	0.00	0.00	0	13,000	13,000
Illinois Cooperative Work-Study Metropolitan Internship Program	0.00	0.00	0	53,000	53,000
Alliance for Minority Participation	0.00	1.00	0	214,500	214,500
EASTERN ILLINOIS UNIVERSITY					
Affirmative Action Office	2.13	2.90	98,700	93,200	(5,500)
Afro-American Cultural Center	0.50	0.50	6,000	6,000	0
Afro-American Studies	1.50	1.75	68,100	68,100	0
BOG Affirmative Action Administrative Fellows Program	1.00	1.00	34,300	54,500	20,200
IL Consortium on Educational Opportunity	0.00	0.00	0	0	0
Minority Admissions Program	2.25	1.00	42,500	13,700	(28,800)
Minority Incentive Assistantship Program	0.50	0.50	33,400	33,400	0
Minority Student Affairs Office	2.30	4.25	80,600	136,700	56,100
Office of Student Housing Multiculturalism & Diversity Committee	0.25	0.30	14,300	15,000	700
Partnerships for Excellence***	2.80	2.80	168,300	163,300	(5,000)
Services for Students with Disabilities	1.35	2.50	38,900	44,900	6,000
Student Activities and Organizations-Minority Affairs	0.00	0.00	2,900	2,900	0
Visiting Professorship for Cultural Diversity & Committee for Cultural Diversity	0.00	0.33	32,100	35,600	3,500

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Table 24 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1993 AND 1994*

Program	Staff Years Budgeted FY93	Staff Years Budgeted FY94	Dollars Budgeted** FY93	Dollars Budgeted** FY94	Change in Dollars Budgeted
EASTERN ILLINOIS UNIVERSITY (Continued)					
Women's Studies Council	0.00	0.00	11,700	11,700	0
Women's Studies Minor	0.03	0.03	3,000	3,000	0
GOVERNORS STATE UNIVERSITY					
Affirmative Action and Cultural Diversity	1.00	1.00	58,700	62,700	4,000
Minority Student Recruitment Program	1.50	2.00	53,200	58,000	4,800
Auxiliary Services for Disabled	0.00	0.00	2,200	2,200	0
Minority Graduate Student Tuition Waiver	0.00	0.00	5,000	5,000	0
Professional Enrichment Program	0.00	0.00	0	10,000	10,000
Minority Student Mentoring Program	0.00	0.00	0	10,000	10,000
Latino Recruitment Program	0.00	0.00	0	6,000	6,000
GSU-Gwendolyn Brooks Jr. H.S.***	0.00	0.20	0	3,000	3,000
Creative Woman Scholarship	0.00	0.00	0	1,000	1,000
Nursing Traineeship Grant	0.00	0.00	6,000	6,000	0
NORTHEASTERN ILLINOIS UNIVERSITY					
Summer Transition Program	0.50	0.50	111,900	194,700	82,800
Partners for Success: Minority Student Mentoring	0.50	0.45	19,500	19,100	(400)
Project Success	3.50	3.50	118,600	124,600	6,000
Proyecto Pa'Lante	4.50	4.50	149,400	147,600	(1,800)
El Centro	1.54	3.00	108,800	113,600	4,800
Center for Inner City Studies	34.00	34.00	1,139,500	1,178,200	38,700
Women's Studies	1.49	1.50	47,600	48,600	1,000
Women's Services	3.00	3.00	75,100	83,700	8,600
Handicap Education Liaison Program	3.50	4.00	153,100	171,500	18,400
Affirmative Action Office	2.00	2.00	83,500	87,200	3,700
Chicago Teachers Center***	65.74	58.60	2,671,500	3,305,900	634,400
Veterans Outreach	0.25	0.25	8,900	5,200	(3,700)
Bilingual/Bicultural Education	2.75	2.75	107,200	104,300	(2,900)
Reading Lab	0.50	2.00	38,700	76,000	37,300
English Language Program	11.00	12.00	357,600	356,300	(1,300)
Student Support Service	2.75	4.00	133,200	160,200	27,000
Student Leadership	0.60	0.10	25,100	7,100	(18,000)
Development Office	1.80	1.80	102,400	111,900	9,500
Student Clubs	0.91	0.75	79,400	70,500	(8,900)

Table 24 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1993 AND 1994*

Program	Staff Years Budgeted FY93	Staff Years Budgeted FY94	Dollars Budgeted** FY93	Dollars Budgeted** FY94	Change in Dollars Budgeted
NORTHEASTERN ILLINOIS UNIVERSITY (Continued)					
Inst. Islamic Studies	0.20	0.20	8,500	11,600	3,100
Ford Grant	0.75	0.00	53,100	39,800	(13,300)
Fast Pace High School Biology***	0.00	0.00	7,800	14,000	6,200
Health Opportunities	0.00	0.00	17,000	34,200	17,200
Special Needs***	0.00	0.00	53,400	27,900	(25,500)
Bilingual Special Education	2.00	2.00	150,800	120,700	(30,100)
Guidebook for Special Needs***	0.00	0.00	1,300	1,600	300
Girls Sports Camps***	0.02	0.02	4,600	1,900	(2,700)
Mathematics Lab	2.50	3.50	122,300	97,600	(24,700)
WESTERN ILLINOIS UNIVERSITY					
Affirmative Action Administrative Internship Program	N/A	N/A	300	300	0
Affirmative Action Doctoral Scholars Program	N/A	N/A	700	700	0
African-American Studies Program	2.28	3.97	128,300	161,200	32,900
Casa Latina Cultural Awareness Center	2.25	2.25	53,600	53,900	300
Disability Support Services	1.35	2.30	60,000	62,000	2,000
Gwendolyn Brooks Cultural Center	3.00	3.00	69,100	69,100	0
Hispanic Program Educational Advancement***	4.00	7.00	121,500	195,300	73,800
Minority Achievement Program	N/A	N/A	19,000	23,400	4,400
Minority Student Recruitment Office	1.30	1.30	38,500	25,700	(12,800)
President's Minority Graduate Access Program	N/A	N/A	20,000	26,000	6,000
Western's Equal Opportunity Scholarship & Grant	N/A	N/A	30,000	24,000	(6,000)
Western's Future Faculty Fellows Program	N/A	N/A	2,000	7,000	5,000
WIU Summer Minority Tutoring Program***	0.50	0.50	80,700	99,200	18,500
Women's Center	2.00	2.00	45,800	44,600	(1,200)
Women's Studies Program	2.63	2.44	127,700	103,700	(24,000)
BOARD OF REGENTS					
ILLINOIS STATE UNIVERSITY					
Office of Residential Life					
Resident Assistant Program	27.50	27.50	0	0	0
Isms Awareness Week	1.50	1.50	1,000	1,000	0
Human Resources and Development Office	3.00	3.00	2,600	7,000	4,400
Black Awareness & Action Committee	8.50	8.50	7,300	14,000	6,700

Table 24 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1993 AND 1994*

Program	Staff Years Budgeted FY93	Staff Years Budgeted FY94	Dollars Budgeted** FY93	Dollars Budgeted** FY94	Change in Dollars Budgeted
ILLINOIS STATE UNIVERSITY (Continued)					
Office of Residential Life (Continued)					
Diversity Training	61.00	211.00	8,000	10,500	2,500
Office of Student Life & Programs					
Black Student Union	1.00	1.00	10,800	11,200	400
ALAS	1.00	1.00	7,800	8,100	300
National Pan Hellenic	1.00	1.00	600	600	0
Black History Month	0.00	0.00	6,000	6,000	0
MECCPAC					
Black History Month	2.00	2.00	11,500	14,600	3,100
Latino Month Activities	2.00	2.00	2,700	3,200	500
Women's History Month Activities	2.00	2.00	2,800	4,200	1,400
Co-Sponsorships	2.00	2.00	12,300	15,300	3,000
Minority Scholars	0.00	0.00	0	5,300	5,300
Women's Center/Women's Studies	3.00	4.30	129,900	162,600	32,700
Multicultural Center	3.00	3.00	16,700	13,100	(3,600)
HPS/MPO/Student Services					
Collegiate Opp Adm Program	3.00	3.00	34,400	34,400	0
Student Support Services	3.00	3.00	143,900	147,900	4,000
HPS Prog (Incl CAHNAR & Assoc)	3.00	3.00	69,900	69,900	0
MPO Program	2.00	2.00	91,800	91,800	0
Summer Enrichment-Minorities	10.00	20.00	22,900	22,900	0
Tuition Waivers	N/A	N/A	134,600	123,800	(10,800)
Recruitment Minority Fac/Staff	14.00	16.00	132,700	234,900	102,200
Office of Disability Concerns	4.00	4.00	132,900	194,700	61,800
Student Counseling Center	0.00	0.00	11,600	11,600	0
Services for Special Populations	1.30	1.30	42,900	42,900	0
NORTHERN ILLINOIS UNIVERSITY					
Affirmative Action	3.00	3.00	180,600	187,400	6,800
Affirmative Action Office for Operating Staff	3.00	3.00	102,900	108,400	5,500
Learner-Trainer Program	N/A	N/A	100,000	100,000	0
Center For Black Studies	3.00	3.00	149,800	152,900	3,100
Center For Latinos & Latin American Studies	2.00	3.00	152,600	191,000	38,400
Educational Services & Programs					
ESP Administration	5.29	5.70	216,400	248,300	31,900

Table 24 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1993 AND 1994*

Program	Staff Years Budgeted FY93	Staff Years Budgeted FY94	Dollars Budgeted** FY93	Dollars Budgeted** FY94	Change in Dollars Budgeted
NORTHERN ILLINOIS UNIVERSITY (Continued)					
CHANCE	20.75	21.25	517,000	500,600	(16,400)
ACCESS	10.93	9.69	258,800	233,500	(25,300)
Student Support Services	5.52	5.64	198,400	203,800	5,400
ACE/Upward Bound	6.60	7.23	329,400	329,400	0
TALENT	3.92	3.63	170,000	170,000	0
ESP Tuition Waivers	N/A	N/A	44,800	36,800	(8,000)
Graduate School					
Minority Graduate Student Recruitment	1.00	1.00	37,700	37,700	0
Patricia Roberts Harris Fellowship	N/A	N/A	16,000	138,000	122,000
ICEOP	N/A	N/A	82,500	135,000	52,500
Minority Fellowship	N/A	N/A	15,000	15,000	0
Carter G. Woodson Scholars Program	N/A	N/A	28,600	28,600	0
Rhoten A. Smith Assistantship Program	N/A	N/A	175,800	196,500	20,700
Graduate Tuition Waivers	N/A	N/A	60,000	46,000	(14,000)
Office Of Admission: Minority Undergraduate Recruitment	3.00	3.00	43,100	54,900	11,800
Undergraduate Tuition Waivers	N/A	N/A	275,500	320,800	45,300
Offices Of Services For Students With Disabilities	4.25	13.00	83,300	283,300	200,000
Hearing Impaired Tuition Waiver	N/A	N/A	2,200	2,400	200
Services For The Hearing Impaired	8.00	0.00	174,300	0	(174,300)
University Programming and Activities					
Unity in Diversity Conference	0.00	0.15	0	2,500	2,500
Fine Arts Programs Promoting Diversity	0.00	0.60	0	70,000	70,000
University Resources For Latinos	3.00	3.00	94,600	102,000	7,400
University Resources For Women	5.15	4.95	103,100	117,300	14,200
Tuition Waivers	N/A	N/A	8,300	7,600	(700)
Women's Studies Program	2.54	2.80	91,000	104,500	20,000
SANGAMON STATE UNIVERSITY					
Minority Services Center	1.30	1.80	36,600	36,600	0
Minority Leadership in Public Service	0.50	0.50	58,100	79,200	21,100
Minority Recruitment	1.00	0.75	24,500	19,300	(5,200)
Minority Student Support for Teaching***	1.46	0.37	65,000	65,000	0
Student/Parent/Teacher Program***	1.20	1.80	40,000	36,100	(3,900)
Incorporation Project	0.50	0.08	30,100	9,000	(21,100)
Multicultural Diversity	0.70	0.60	23,900	11,800	(12,100)

Table 24 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1993 AND 1994*

Program	Staff Years Budgeted FY93	Staff Years Budgeted FY94	Dollars Budgeted** FY93	Dollars Budgeted** FY94	Change in Dollars Budgeted
SANGAMON STATE UNIVERSITY (Continued)					
Whitney M. Young Fellowship Program	0.00	0	N/A	67,200	N/A
SOUTHERN ILLINOIS UNIVERSITY					
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE					
Chicago H.S. for Agricultural Sci./Recruitment Program***	0.06	0.06	300	300	0
Future Scholars Program***	1.00	1.00	60,000	70,000	10,000
Minority Engineering Program***	2.50	3.44	236,700	206,500	(30,200)
Minority H.S. Research Apprentice Program***	2.04	2.04	30,000	30,000	0
So. Il. Regional Career Preparation Program***	1.79	1.79	75,000	31,600	(43,400)
Upward Bound***	3.00	3.00	251,500	251,500	0
Women's Introduction to Engineering***	0.57	0.57	11,900	11,300	(600)
American Medical Women's Association/Medical School	0.00	0.02	0	1,600	1,600
Affirmative Action Office/Medical School	0.45	0.45	7,800	1,200	(6,600)
Black Affairs Council	0.73	0.00	8,400	0	(8,400)
Black American Studies Program	2.21	2.55	129,700	187,300	57,600
Black Togetherness Organization	0.60	0.60	11,900	11,900	0
Center for Basic Skills	17.32	17.32	215,000	230,400	15,400
Chicago Community Colleges Cooperative Program	0.90	0.00	18,000	0	(18,000)
College of Business Minority Retention Program	2.00	2.38	42,000	49,000	7,000
College of Education Minority Retention & Recruitment Program	0.50	0.55	7,000	11,200	4,200
Disabled Support Services	4.50	4.50	164,000	170,000	6,000
Dr. H.C. Landecker Memorial Endowment Fund/Medical School	0.01	0.01	1,000	900	(100)
Emerging Leaders	0.48	0.00	10,500	0	(10,500)
Friends of Medical Students/Medical School	0.00	0.00	0	0	0
Geology Minority Program	0.06	0.06	400	400	0
Graduate Dean's Fellowship Program	0.40	0.40	72,000	72,000	0
Head Start	31.24	31.24	1,319,100	1,464,300	145,200
IL Consortium for Educational Opportunity Program	1.80	1.90	92,000	92,000	0
IL Minority Graduate Incentive Program	1.10	1.10	575,000	575,000	0
Kathryn Terry Medical Student Scholarship Fund/Medical School	0.00	0.02	0	800	800
Medical/Dental Preparatory/Medical School	10.11	10.11	394,100	414,200	20,100
Minority Participation Scholarships	0.08	0.08	150,000	150,000	0

Table 24 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC INSTITUTIONS, FISCAL YEARS 1993 AND 1994*

Program	Staff Years Budgeted FY93	Staff Years Budgeted FY94	Dollars Budgeted** FY93	Dollars Budgeted** FY94	Change in Dollars Budgeted
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE (Continued)					
Multicultural Programs and Services	2.14	2.14	43,300	98,700	55,400
Night Transit	0.70	0.70	44,000	40,600	(3,400)
Office of Exec. Asst. to the President	2	2	249,200	380,600	131,400
Office of Student & Alumni Affairs – Minority/Female Students/Medical School	2.00	0.00	190,400	0	(190,400)
Pan Hellenic Council/Minority Programs	0.14	0.00	2,200	0	(2,200)
Pan Hellenic Council/Women Programs	0.14	0.00	2,200	0	(2,200)
Patricia Roberts Harris Fellowship Program	0.25	0.00	80,000	0	(80,000)
Prematriculation Program/Medical School	0.25	0.25	86,000	86,000	0
Program to Prepare Minority Personnel for LD/EMH Minority Children & Youth	1.39	1.20	88,200	14,100	(74,100)
Project Achieve	11.65	12.01	523,000	527,000	4,000
Proactive Recruitment of Multicultural Professionals for Tomorrow (PROMPT)	0.00	2.00	0	40,000	40,000
Scholarship Program for Academically Superior Minority Students/Medical School	0.25	0.25	79,000	80,200	1,200
School of Law Minority Fellowships	0.02	0.02	54,000	54,000	0
School of Law Tutorial Program	0.56	0.56	8,500	8,500	0
Special Populations/Disabled Student Recreation Program	2.06	2.06	51,400	80,400	29,000
Student Health Program for Special Populations	2.50	0.00	46,900	0	(46,900)
Student National Medical Association/Medical School	0.00	0.25	0	15,500	15,500
University Woman's Professional Advancement	2.00	2.75	30,700	56,300	25,600
Wheel Chair Repair Service	0.75	0.75	22,000	22,000	0
Women's Services	1.90	1.58	42,000	41,500	(500)
Women's Studies	1.00	1.00	59,600	72,800	13,200
SOUTHERN ILLINOIS UNIVERSITY AT EDWARDSVILLE					
Competitive Graduate Award	0.60	0.60	89,800	89,000	(800)
Computer Lab/East St. Louis	0.60	0.60	8,700	8,900	200
Cooperative Education Program for Liberal Arts Students Focusing on Women and Minorities	4.00	5.43	171,200	225,300	54,100
Disabled Services Office	2.14	1.80	36,700	37,900	1,200
East St. Louis Scholarship Loan	1.06	0.75	62,300	62,300	0
Educational Opportunity Center/East St. Louis	2.89	3.00	134,300	134,800	500
IL Consortium for Educational Opportunity	0.01	0.01	20,000	20,000	0

Table 24 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC INSTITUTIONS, FISCAL YEARS 1993 AND 1994*

Program	Staff Years Budgeted FY93	Staff Years Budgeted FY94	Dollars Budgeted** FY93	Dollars Budgeted** FY94	Change in Dollars Budgeted
SOUTHERN ILLINOIS UNIVERSITY AT EDWARDSVILLE (Continued)					
Katherine Dunham Center for the Performing Arts	8.49	8.17	346,900	404,700	57,800
Minority Engineering Program	0.89	2.00	30,000	56,000	26,000
Minority Engineering Program Department Tutoring Program	0.00	0.00	1,500	2,100	0 600
Minority Faculty Recruitment and Retention	0.00	0.00	197,000	127,500	(69,500)
Minority Scholarship Program	0.00	0.00	144,000	202,200	58,200
Minority Teachers of Illinois Scholarship	0.00	0.00	3,900	37,500	33,600
National Action Council for Minorities in Engineering Incentive Grants Program	0.00	0.00	6,300	2,000	(4,300)
President's Minority Graduate Tuition Awards	0.01	0.01	25,000	26,300	1,300
Project GAIN	1.30	1.30	111,400	104,000	(7,400)
Project MORE: Minority Outreach and Retention Efforts	1.25	1.25	47,000	30,000	(17,000)
School of Dental Medicine Minority Scholarship Program	0.00	0.00	10,000	10,000	0
School of Nursing Recruitment/Retention Committee	0.50	0.50	2,400	2,400	0
Special Services Program	10.00	10.00	318,600	338,700	20,100
Students Engaged in Engineering	0	0	2,900	1,300	(1,600)
Women and Minorities in Educational Administration	0.00	0.00	1,100	0	(1,100)
Women's Studies Program	0.00	0.00	0	0	0
Child Development Program/East St. Louis***	23.02	25.66	694,300	763,300	69,000
Educational Enrichment Program***	0	0	10,100	10,500	400
Family Service Center***	N/A	6	0	256,100	256,100
Head Start Program***	99.36	105.96	4,951,800	4,617,000	(334,800)
Latchkey Program***	1.79	3.04	101,200	122,900	21,700
Mentoring at Landsdowne***	1.50	1.50	50,000	50,000	0
Project CARING***	16.50	18.50	596,400	708,600	112,200
Project REAL: Restructing Education at Landsdowne***	1.00	1.00	19,000	17,000	(2,000)
Project Success***	5.94	5.83	241,500	249,000	7,500
Upward Bound/Science Awareness Program***	9.08	10.94	404,100	404,100	0
UNIVERSITY OF ILLINOIS					
UNIVERSITY OF ILLINOIS AT CHICAGO					
Academic Center for Excellence	6.05	9.20	138,400	192,500	54,100
Affirmative Action Program	9.00	13.30	341,000	537,900	196,900
African-American Academic Network	N/A	26.00	N/A	756,300	N/A

Table 24 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1993 AND 1994*

Program	Staff Years Budgeted FY93	Staff Years Budgeted FY94	Dollars Budgeted** FY93	Dollars Budgeted** FY94	Change in Dollars Budgeted
UNIVERSITY OF ILLINOIS AT CHICAGO (Continued)					
African-American Cultural Center	2.20	3.48	146,400	146,400	0
African-American Parents Council	0.60	0.25	2,500	2,500	0
Alternative Physical Education	0.00	0.50	0	0	0
Association of Latino Parents	0.33	0.25	2,500	2,500	0
Black History Month	3.00	5.20	20,000	19,500	(500)
Campus Advocacy Network	1.00	1.75	34,000	59,200	25,200
Center for Research on Women and Gender	2.75	7.05	279,300	528,000	248,700
Chancellor's Award	2.75	2.75	40,000	36,900	(3,100)
Chancellor's Committee on the Status of Blacks	0.00	0.00	6,700	8,400	1,700
Chanc. Comm. on the Status of Gays, Lesbians and Bisexuals	0.00	0.00	N/A	6,900	6,900
Chancellor's Committee on Status of Latinos	0.00	0.00	8,500	8,200	(300)
Chanc. Comm. on the Status of Persons with Disabilities		0.00	N/A	7,000	7,000
Chancellor's Committee on the Status of Women	0.00	0.00	2,100	10,600	8,500
Children's Center	2.87	13.37	447,000	489,300	42,300
College of Business Administration					
Office of Minority Affairs	7.40	5.61	215,000	193,600	(21,400)
The College of Architecture, Art & Urban					
Planning, Minority Affairs	2.00	1.90	11,000	41,800	30,800
College of Education					
Cycle Future Teachers Club***	0.00	0.25	600	0	(600)
Nation of Tomorrow	16.00	33.00	1,177,900	1,091,000	(86,900)
College Prep Math Program	1.63	8.32	174,300	569,500	395,200
Disability Services	2.80	1.38	38,600	59,600	21,000
Early Outreach***					
Saturday College***	10.10	7.05	225,200	263,000	37,800
College Component***	2.09	0.21	9,400	5,000	(4,400)
Mayor's Summer Job Program		1.50	12,000	86,580	74,580
Summer Enrichment Program for					
Students Attending PROJECT CANAL Schools***	0.83	0.66	45,000	45,000	0
Graduate College Admissions & Retention Program	2.50	1.50	75,000	55,000	(20,000)
Abraham Lincoln Grad. Fellowship	0.26	0.24	84,000	84,000	0
CIC Summer Research Opportunity Program	0.01	1.48	77,700	105,900	28,200
GRE Minority Graduate Locator	0.00	0.00	200	0	(200)
Illinois Consortium for Educational Opportunity Program	0.09	0.09	140,600	150,000	9,400
Illinois Minority Graduate Fellowship	0.09	0.09	70,000	84,000	14,000

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Table 24 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1993 AND 1994*

Program	Staff Years Budgeted FY93	Staff Years Budgeted FY94	Dollars Budgeted** FY93	Dollars Budgeted** FY94	Change in Dollars Budgeted
UNIVERSITY OF ILLINOIS AT CHICAGO (Continued)					
Minority Academic Partnership Plan	0.00	0.00	12,400	12,400	0
Patricia Roberts Harris Fellowship	0.00	0.00	5,000	0	(5,000)
Health Careers Opportunity Program	3.26	7.38	180,900	200,000	19,100
Hispanic Math Science Education Initiative***	2.80	5.96	100,000	110,000	10,000
IM Ready***	3.90	4.00	208,600	219,300	10,700
Latino Committee on University Affairs	1.00	1.00	23,000	23,000	0
Latin American Recruitment and Educational Services	17.47	16.10	429,600	349,800	(79,800)
Minority Engineering Program	3.27	9.51	242,200	242,200	0
Minority Faculty Recruitment Pool	0.05	0.05	324,300	266,300	(58,000)
National Youth Sports Program	3.00	2.50	130,000	130,000	0
Native American Support Program	3.00	3.00	83,500	85,700	2,200
UIC-CCC Transfer Partnership (HECA Grant)	1.80	3.30	94,000	121,000	27,000
President's Award Scholarship Program	1.00	1.00	2,535,800	2,215,900	(319,900)
President's Award Support Program	2.18	2.00	48,900	53,300	4,400
President's Leadership Program	4.50	0.00	171,000	0	(171,000)
Professional Development Program (Math)	2.76	0.70	106,300	23,300	(83,000)
Project Upward Bound***	3.46	10.50	372,700	382,800	10,100
Academic Support Services***	17.00	11.76	195,300	204,000	8,700
Educational Talent Search***	12.11	13.70	214,400	255,900	41,500
Math/Science***	9.03	9.44	214,500	200,000	(14,500)
Scholars Program***	9.00	10.68	75,000	85,000	10,000
Raphael Cintron Ortiz Cultural Center	2.00	3.37	63,600	133,600	70,000
Career Placement Services	1.90	2.20	29,000	9,700	(19,300)
Chicago Urban Health Program	3.50	3.75	153,000	159,500	6,500
College of Associated Health Professions	1.30	2.43	94,800	94,000	(800)
College of Pharmacy	2.50	1.70	125,000	90,000	(35,000)
Summer Research Apprentice Program	1.00	0.37	45,000	32,000	(13,000)
College of Medicine					
Minority High School Student Research & Appren Prog.***	5.50	0.75	45,000	49,000	4,000
African-American Male Mentoring Program	0.06	1.10	1,500	0	(1,500)
Northwestern Minority Mentorship Program	0.15	0.10	3,800	0	(3,800)
Project L.A.D.Y. (Northwestern Minority Mentorship)	0.06	0.10	1,500	0	(1,500)
Robert Wood Johnson Minority Medical Education Program	0.20	1.73	5,000	35,000	30,000
College of Nursing Urban Health Program	1.00	1.00	41,600	41,600	0
Associate Chancellor for Community Relations	2.17	1.78	11,700	7,500	(4,200)

Table 24 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC INSTITUTIONS, FISCAL YEARS 1993 AND 1994*

Program	Staff Years Budgeted FY93	Staff Years Budgeted FY94	Dollars Budgeted** FY93	Dollars Budgeted** FY94	Change in Dollars Budgeted
UNIVERSITY OF ILLINOIS AT CHICAGO (Continued)					
ACT-SO***	0.00	1.00	0	7,500	7,500
Read-In	0.00	1.78	0	22,300	22,300
Martin Luther King, Jr. Scholarships	0.50	0.13	85,000	85,000	0
Salute to Academic Achievement	0.75	0.75	23,200	25,300	2,100
Summer Trek	2.75	2.75	41,400	45,000	3,600
University of Illinois Association of Parents	0.00	0.25	0	16,000	16,000
Office of Women's Affairs	2.00	2.50	72,200	88,500	16,300
Women's Studies	4.37	5.00	182,500	225,800	43,300
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN					
Academic Assistance Program, LAS	2.00	3.00	59,200	88,000	28,800
Academic Support Services, Academic Affairs	14.05	13.82	194,000	203,400	9,400
Academic Writing Program, English Department, LAS	38.50	26.34	262,400	332,000	69,600
Afro-American Studies and Research Program, LAS	9.52	11.02	311,400	485,700	174,300
Broad Horizons, Applied Life Studies	N/A	0.60	N/A	35,000	N/A
Central Black Student Union, Illini Union	1.38	1.60	46,200	46,800	600
Chemistry Department Tutorials, LAS	1.90	1.95	20,000	20,000	0
Division of Rehabilitation Education, Applied Life Studies	36.00	30.78	1,762,700	1,803,600	40,900
Educational Opportunity Program, College of Education	0.40	0.40	115,000	117,200	2,200
Engineering Consortium Fellowship Prog., College of Eng.	0.40	0.40	91,200	176,200	85,000
Equal Opportunity Program, College of Law	2.10	0.58	208,800	225,000	16,200
Graduate College Minority Student Affairs Office	0.55	1.05	92,900	92,900	0
CIC Minority Fellowship	0.63	0.63	28,500	28,500	0
Graduate College Fellowships	0.76	0.63	385,800	652,400	266,600
Illinois Consortium for Educational Opportunity	0.63	0.63	80,000	160,000	80,000
Illinois Minority Graduate Incentive Program	0.76	0.76	98,000	175,500	77,500
Interinstitutional Collaborations, Academic Affairs	0.23	0.23	23,100	15,200	(7,900)
Minority Academic Partnership Plan	0.55	0.12	110,000	91,600	(18,400)
Patricia Roberts Harris Fellowship Program	0.76	0.76	144,000	128,000	(16,000)
Summer Research Opportunities Program	0.63	0.55	309,100	309,100	0
Illini Union Pgm Dept African American & Latino Prgm Com	0.38	0.38	24,400	21,600	(2,800)
Illinois Minority Science Internship Program, College of Ag	0.44	0.56	80,000	74,900	(5,100)
La Casa Cultural Latina, Office of the Chancellor	4.05	3.56	131,500	129,600	(1,900)
Mathematics Department Tutorials, LAS	2.91	3.48	23,800	23,900	100
Merit Workshop, Mathematics Department, LAS	N/A	3.64	N/A	79,600	N/A

Table 24 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1993 AND 1994*

Program	Staff Years Budgeted FY93	Staff Years Budgeted FY94	Dollars Budgeted** FY93	Dollars Budgeted** FY94	Change in Dollars Budgeted
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN (Continued)					
Minority Access Program, College of Law	N/A	0.20	N/A	39,000	N/A
Minority Affairs Program, College of Engineering	7.20	7.10	460,000	504,300	44,300
Minority Affairs Program, College of Veterinary Medicine	0.45	0.95	81,600	68,300	(13,300)
Minority Introduction to Engineering, College of Engineering***	0.25	0.25	24,100	24,600	500
Minority Student Advisement Prog., Commerce & Bus. Adm.	0.50	0.72	11,000	12,900	1,900
Minority Student Retention Prog., College of Ag	1.50	1.88	78,500	101,500	23,000
Multicultrual Career Conference, Career Services, Student Affairs	1.50	1.38	36,500	46,800	10,300
Multicultural Enrollment Committee, OAR, Academic Affairs	6.70	6.70	292,400	271,000	(21,400)
National Achievement Scholarship Program	0.01	0.01	28,300	27,500	(800)
Office for Cultural Diversity, College of Education	0.25	0.25	18,200	23,400	5,200
Office of Minority Student Affairs	9.38	9.38	222,700	237,000	14,300
African-American Cultural Center	6.10	4.94	173,300	173,600	300
Educational Opportunities Program	11.16	11.16	235,600	348,400	112,800
Ronald E. McNair Post-Baccalaureate Achievement Program	0.10	0.50	167,000	167,000	0
President's Leadership Program, Student Affairs	2.00	1.75	66,700	73,600	6,900
TRIO/Student Support Services	4.44	3.92	146,700	150,700	4,000
Upward Bound	9.11	8.25	288,000	289,600	1,600
Office of Women in International Development	3.00	3.00	58,500	58,500	0
Office of Women's Programs, Student Affairs	4.68	4.58	121,700	116,700	(5,000)
Peer Recruitment Program, OAR, Academic Affairs	0.82	0.75	13,200	24,500	11,300
President's Award Program, Academic Affairs	1.66	1.66	3,931,900	3,900,000	(31,900)
Principal's Scholars Program, Academic Affairs	9.18	8.87	351,000	329,000	(22,000)
Research Apprenticeship Prog. in Applied Sci., Col. of Ag\Vet Med	0.70	1.22	96,000	96,300	300
Serving Underrepresented Groups in Engineering	0.75	0.83	238,000	407,000	169,000
Special Populations Health Program	1.88	1.88	50,000	50,000	0
Transition Program/Summer Bridge Program, LAS	6.08	6.58	383,300	387,200	3,900
Undergraduate Summer Research Program for Minority Students	0.19	0.44	77,000	77,500	500
Women Info Tech & Schlrship Colloquium, Cen for Adv Study	N/A	0.76	N/A	18,000	N/A
Women's Studies Program, LAS	8.72	8.18	211,800	284,400	72,600
Chancellor's Postdoctoral Fellowship, Affirmative Action	0.08	0.02	204,000	58,300	(145,700)
Minority Supplemental Res. Grant Prgrm, Affirmative Action	0.01	0.01	3,000	10,600	7,600
Office of Affirmative Action, Office of the Chancellor	9.75	9.75	366,200	368,500	2,300
Supplemental Salary Program, Office of Affirmative Action	0.01	0.01	20,700	8,900	(11,800)
Targets of Opportunity Program, Office of Affirmative Action	0.50	0.60	381,500	443,100	61,600

Table 24 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC INSTITUTIONS, FISCAL YEARS 1993 AND 1994*

Program	Staff Years Budgeted		Dollars Budgeted**				Change in Dollars Budgeted
			FY93		FY94		
	FY93	FY94	Total Budget	Special Populations	Total Budget	Special Populations	
ILLINOIS COMMUNITY COLLEGES							
BELLEVILLE AREA COLLEGE							
Gender Equity	1.00	1.00	25,000		25,000	25,000	10,000
Minority Transfer Center	3.00	4.00	60,000			66,000	6,000
BLACK HAWK COLLEGE							
Special Needs Advocacy	0.30	N/A	11,100			9,300	(1,800)
College Prep for English as a Second Language	2.40	N/A	58,000			56,700	(1,300)
Non-Traditional Occupations	0.70	N/A	13,600			5,100	(8,500)
Minority Affairs Office	1.50	N/A	31,500			N/A	N/A
CITY COLLEGES OF CHICAGO							
DALEY COLLEGE, RICHARD J.							
ALSP Counseling	1.00	1.00	29,700	29,700	30,600	30,600	900
ALSP Tutoring	0.00	0.00	59,900	59,900	67,300	67,300	7,400
Faculty Advising	0.00	0.00	0		13,500	13,000	13,500
National Youth Sports	7.00	N/A	53,900		60,900		7,000
NovaNET	1.00	1.00	N/A		N/A	65,700	N/A
Placement Services	1.00	1.00	39,200	22,100	45,400	23,000	6,200
Special Needs Services	2.50	0.00	14,000	14,000	40,200	31,000	26,200
Student Facilitators	0.00	0.00	0		8,000	7,500	8,000
Transfer Center	2.50	0.00	90,900		94,400		3,500
KENNEDY-KING COLLEGE							
Benjamin E. Mays Academy***	13.80	13.00	471,400		480,700		9,300
Building Opportunities	8.00	2.00	52,000		55,000		3,000
Project Transfer	2.00	2.00	90,900		94,400		3,500

Table 24 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1993 AND 1994*

Program	Staff Years Budgeted FY93	Staff Years Budgeted FY94	Dollars Budgeted** FY93 Total Budget	Dollars Budgeted** FY93 Special Populations	Dollars Budgeted** FY94 Total Budget	Dollars Budgeted** FY94 Special Populations	Change in Dollars Budgeted
MALCOLM X COLLEGE							
Academic Support Center							
Tutoring	13.00	13.00	552,600		778,600		226,000
Placement Testing	7.00	7.00	N/A		N/A		N/A
NovaNET	4.00	4.00	N/A		N/A		N/A
Precollege Institute	19.00	19.00	200,000		160,000		(40,000)
Child Development Center	13.00	13.00	0		250,000		250,000
Economic Development	1.00	1.00	45,000		55,700		10,700
EHS/ASH	13.00	13.00	70,000		624,300		554,300
Latino Center	2.00	2.00	N/A		35,000		N/A
NYSP	30.00	30.00	100,000		50,800		(49,200)
Placement Center	5.00	5.00	N/A		46,100		N/A
Special Needs	8.00	8.00	30,500		47,900		17,400
Transfer Center	5.00	5.00	91,000		94,400		3,400
OLIVE-HARVEY COLLEGE							
Career Placement	2.00	2.00	54,600		56,200	21,200	1,600
Child Development Center	15.00	15.00	334,700		364,400		29,700
Consortium to Enhance College Attendance	0.50	0.50	18,000		18,000	4,000	
Future Teachers of Chicago	0.00	1.00	0		14,500		14,500
High School Pathway	1.50	1.50	41,500		33,000	2,000	(8,500)
Information, Referral & Retention	0.00	4.00	0		114,500		114,500
Latino Services Center	2.50	2.50	48,800	4,000	52,300	4,000	3,500
National Youth Sports	8.75	8.75	285,000		99,000	10,000	(186,000)
NOVANET	2.58	2.40	151,800	81,900	133,400	99,600	(18,400)
Olive-Harvey Middle College	9.00	9.00	395,000		415,000		20,000
Postive Alternatives	3.00	3.00	2,700		6,000		3,300
Special Needs	0.50	0.50	27,700		25,600	8,000	(2,100)
Summer Youth	17.00	17.00	83,700		90,300		6,600
Transfer Center	2.00	2.00	88,000		94,400		6,400

Table 24 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1993 AND 1994*

Program	Staff Years Budgeted		Dollars Budgeted**				Change in Dollars Budgeted
			FY93		FY94		
	FY93	FY94	Total Budget	Special Populations	Total Budget	Special Populations	
TRUMAN COLLEGE, HARRY S							
ALSP Counseling	2.00	2.00	90,000	90,000	100,000	100,000	10,000
Audiovisual Technology Laboratory	12.00	18.00	209,600	109,600	285,000	100,000	75,400
AVT International Students/Peer Advisor	6.00	6.00	90,000	2,000	116,000	55,000	26,000
Bilingual Assistance Center	4.00	5.00	74,100	10,000	80,000	15,000	5,900
College Level Tutoring Services	8.00	20.00	137,700		190,000	140,000	52,300
Dubois–Washington	0.00	2.00	0		40,000	40,000	40,000
Excellence Through Diversity	N/A	2.00	50,000		75,000		25,000
Institute for Native American Development	6.00	6.00	138,000	13,000	125,000	14,000	(13,000)
NovaNET	2.00	2.00	70,000		90,000	90,000	20,000
Refugee Assistance Center	7.00	11.00	133,000	63,000	160,000	145,000	27,000
Single Parent	5.00	8.00	117,000	16,000	140,000	15,000	23,000
Special Needs	5.00	7.00	99,700	10,000	150,000	20,000	50,300
Technical Center–Counseling & Tutorial Services	2.50	7.00	80,000	66,100	160,000	80,000	80,000
Truman Middle College Alternative High School	10.00	10.00	395,000		415,000	4,000	20,000
WASHINGTON COLLEGE, HAROLD							
Audio Visual	2.00	3.00	32,400	32,400	32,400	33,600	0
Black Student Union	0.00	0.00	0		3,900		3,900
Career Access	5.50	6.50	192,500		241,700		49,200
Dept of Mental Health Voc Trng	5.00	5.00	214,500		214,500		0
Korean Club	0.00	0.00	0		500		500
Opportunities	12.00	34.00	330,000		461,100		131,100
Organization of Latin Am Students	0.00	0.00	0		3,900		3,900
Project Leap	0.00	3.75	160,000		160,000		0
Project Prepare (Talent Search)	4.00	5.00	168,000		162,800		(5,200)
Project Transfer	2.00	2.50	90,900		94,400		3,500
Projects With Industry	3.00	3.50	147,500		147,500		0
Real Men Program	7.00	1.50	50,000		45,000		(5,000)
Spanish GED-TV	0.00	0.00	13,000		12,600		(400)
Special Needs Center	7.75	6.75	182,300		142,000		(40,300)
Vocational Transition Program, DMOH	0.00	4.00	0		179,100		179,100

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Table 24 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1993 AND 1994*

Program	Staff Years Budgeted FY93	Staff Years Budgeted FY94	Dollars Budgeted** FY93 Total Budget	Dollars Budgeted** FY93 Special Populations	Dollars Budgeted** FY94 Total Budget	Dollars Budgeted** FY94 Special Populations	Change in Dollars Budgeted
WRIGHT COLLEGE, WILBUR							
10th Annual Ethnic Food Fest	0.50	0.50	600		600		0
7th Annual African Am Student Awards Luncheon	0.50	0.50	600		600		0
African American History Month	0.75	0.75	5,600		5,600		0
Chef's Program for Ex-offenders	0.00	2.00	0		80,000		80,000
Hispanic Month	1.00	1.00	4,100		4,100		0
National Women's Month	0.50	0.50	1,800		1,800		0
Office Skills for Disabled	0.00	1.00	0		N/A		N/A
Positive Alternatives	5.00	5.00	85,000		70,000		(15,000)
DANVILLE AREA COMMUNITY COLLEGE							
Black Student Association	0.00	0.00	700	700	900		200
Building Fairness/Options For Women***	0.50	0.50	30,900		30,900		0
Minority Scholarship/Foundation	0.00	0.00	0		8,000		8,000
New Directions/DCCA	0.00	0.50	0		130,000		130,000
Opportunities ICCB/IDPA	3.75	4.25	90,000		140,000		50,000
Special Populations/Disabled Students	2.75	2.75	12,300	8,500	12,100		(200)
Studen Human Relations Council	0.00	0.00	0		4,900		4,900
DUPAGE, COLLEGE OF							
Health & Special Services	1.00	1.00	52,000		54,000		2,000
International Student Advising	1.00	1.00	35,000		41,900		6,900
Minority Transfer Ctr (HECA)	3.00	3.00	58,000		52,000		(6,000)
Project Path	5.00	5.00	193,000		196,100		3,100
ELGIN COMMUNITY COLLEGE							
ADAPT (Disabled Student Organization)	0.00	0.00	200		200		0
Affirmative Action	0.50	1.00	29,600		45,000		15,400
Black History Month	0.00	0.00	400		400		0
BSA (Black Student Association)	0.00	0.00	1,400		1,400		0
Career Conferences	0.02	0.02	5,000		5,000		0
College Tours for Minority Students	0.01	0.01	500		500		0
Displaced Homemakers	1.50	1.50	57,000		57,000		0
Hispanic Heritage	0.00	0.00	400		400		0
Homeless Job Training	0.00	3.50	0		296,200		296,200

Table 24 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC INSTITUTIONS, FISCAL YEARS 1993 AND 1994*

Program	Staff Years Budgeted		Dollars Budgeted**				Change in Dollars Budgeted
			FY93		FY94		
	FY93	FY94	Total Budget	Special Populations	Total Budget	Special Populations	
ELGIN COMMUNITY COLLEGE (Continued)							
KDK Summer Youth ESL ***	0.60	0.80	25,100		34,000		8,900
KDK Summer Youth Hands-on ***	2.30	2.30	66,000		76,300		10,300
Making College Happen	0.01	0.01	300		300		0
Mentorship (Grade H.S.)***	0.01	0.01	300		300		0
Middle School Career Activity***	0.01	0.01	500		500		0
Minority Affairs Open House	0.01	0.01	200		200		0
Minority Leadership	0.01	0.01	300		300		0
Minority Tracking System	0.02	0.02	1,000		1,000		0
Minority Transfer Center	1.00	1.00	63,000		67,000		4,000
Minority Transfer Center Newsletter	0.02	0.02	3,000		3,000		0
Minority Transfer Center Open House	0.04	0.04	500		500		0
National Council La Raza	0.04	0.04	800		800		0
Office of Minority Affairs	2.00	2.00	65,300		69,600		4,300
OLAS (Hispanic Student Association)	0.00	0.00	3,000		3,000		0
Orientation – Diversity Component	0.01	0.01	500		500		0
Project Fiesta	0.20	0.20	2,000		2,000		0
Single Parent	1.50	1.50	75,000		75,000		0
Special Populations Assistance	0.60	0.60	37,000		29,000		(8,000)
This & That Admission Newsletter	0.01	0.01	100		100		0
HARPER COLLEGE, WILLIAM RAINEY							
Disabled Student Services	21.00	21.00	390,000		405,800		15,800
Multicultural Affairs	2.00	2.00	80,600		81,300		700
Resources for Women	42.00	26.00	394,700		245,800		(148,900)
TEAM (Together Each Achieves More)	0.00	0.00	N/A		N/A		N/A
HEARTLAND COMMUNITY COLLEGE							
Special Populations Programs	0.00		0		100,000	25,000	100,000
HIGHLAND COMMUNITY COLLEGE							
DAVTE**	0.50	1.00	15,200		21,000		5,800
Title IV, Student Support Services**	1.50	2.00	36,300		42,000		5,700
Title IV, Upward Bound**	1.00	1.90	31,600		42,300		10,700

Table 24 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1993 AND 1994*

Program	Staff Years Budgeted FY93	Staff Years Budgeted FY94	Dollars Budgeted** FY93 Total Budget	Dollars Budgeted** FY93 Special Populations	Dollars Budgeted** FY94 Total Budget	Dollars Budgeted** FY94 Special Populations	Change in Dollars Budgeted
ILLINOIS CENTRAL COLLEGE							
Minority Transfer Center	1.66	1.66	62,000		63,000		1,000
Opportunities Program	6.00	7.00	180,000		252,600		72,600
Project Opportunity ***	0.30	0.30	8,500		8,200		(300)
Special Academic Services	0.75	0.75	213,700		236,800		23,100
Student Support Services	1.00	1.00	202,400		213,100		10,700
Young Scholars ***	0.33	0.33	10,500		10,800		300
ILLINOIS EASTERN COMMUNITY COLLEGES							
International Program	4.00	4.50	94,000		106,000		12,000
Perkins**(Disadvantaged Students)	9.00	9.00	295,900		331,800		35,900
Single Parent/Displaced Homemaker	N/A	N/A	52,000		55,000		3,000
Special Populations (Testing & Counseling)	N/A	N/A	125,100		133,900		8,800
Student Success Network	0.00	5.00	0		170,000		170,000
Upward Bound Program***	N/A	N/A	194,900		194,900		
ILLINOIS VALLEY COMMUNITY COLLEGE							
Placement	2.00	2.00	47,500		54,000		6,500
Retention	1.40	1.90	28,000		59,900		31,900
Special Needs	1.20	1.00	37,000		33,050		(3,950)
JOLIET JUNIOR COLLEGE							
Intercollegiate Opportunities for Minority Students	1.10	1.10	40,700		38,600		(2,100)
Office of Minority Enrollment	2.00	2.00	72,000		77,400		5,400
Project Advance	6.00	6.00	214,800		182,100		(32,700)
Special Needs	3.20	3.20	122,800		142,400		19,600
KANKAKEE COMMUNITY COLLEGE							
Affirmative Action	0.05	0.05	1,300		1,400		100
Building Opportunities	0.96	1.25	52,000		55,000		3,000
DAVTE-Perkins	1.75	1.50	35,000		53,000		18,000
Dr. King Adult Ed Centers	6.98	5.50	206,900		164,600	35,600	(42,300)
Enhancing Emplmnt Opp for Women	0.00	1.50	0		71,500		71,500
FIPSE Program (minority transfer)	0.00	2.50	0		90,400		90,400
Job Training Partnership	33.00	34.00	2,434,700		2,246,800		(187,900)

Table 24 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC INSTITUTIONS, FISCAL YEARS 1993 AND 1994*

Program	Staff Years Budgeted FY93	Staff Years Budgeted FY94	Dollars Budgeted** FY93 Total Budget	Dollars Budgeted** FY93 Special Populations	Dollars Budgeted** FY94 Total Budget	Dollars Budgeted** FY94 Special Populations	Change in Dollars Budgeted
KANKAKEE COMMUNITY COLLEGE (Continued)							
Literacy Programs	0.00	3.50	0		93,900	6,800	93,900
Parent Training Initiative	4.25	8.50	107,800		186,500	3,400	78,700
Summer Training & Employment***	4.20	4.50	123,200		130,300		7,100
Transfer Center	1.97	2.50	51,500		75,700		24,200
Upward Bound***	0.00	5.30	0		200,000		200,000
KASKASKIA COLLEGE							
Affirmative Action	0.33	0.33	52,600		39,000		(13,600)
Black Awareness Week	0.00	0.00	1,500		1,500		0
Black Student Association	0.00	0.00	300		300		0
Diversity Seminar	N/A	N/A	N/A		N/A		0
HECA Pre-College Enrichment***	1.50	1.50	40,000		40,000		0
Marion County Housing/Gateway Program	2.60	2.60	103,500		139,200		35,700
Reading Link	4.30	4.30	76,000		76,000		0
SNAP – ICCB/JTPA Special Needs	1.50	1.50	46,400		45,000		(1,400)
Veterans Upward Bound	4.50	4.50	187,700		190,600		2,900
KISHWAUKEE COLLEGE							
Adult Basic Education for the Mentally Disabled	0.15	0.15	2,800		3,500		700
Nontraditional Nineties-Exploring Careers for Women	1.00	1.00	28,000		28,000		0
Spanish General Education Development Classes	0.20	0.30	3,100		5,000		1,900
Spanish General Education Development Testing	0.04	0.04	800		800	800	0
Special Needs Counseling Services	0.35	0.35	9,500		9,900		400
LAKE COUNTY, COLLEGE OF	No budgeted programs for underrepresented groups						
LAKE LAND COLLEGE							
Single Parent/Homemaker	1.40	1.40	50,000		55,000		5,000
Special Needs Counselor & Services	1.65	1.65	47,200		47,700		500
LEWIS & CLARK COMMUNITY COLLEGE							
Single Parent/Homemaker	2.50	2.50	110,000		110,000		0
Black Student Association	1.00	1.00	42,000	24,000	39,000		(3,000)
Student Support Services	4.00	4.00	160,000		185,000		25,000

Table 24 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1993 AND 1994*

Program	Staff Years Budgeted FY93	Staff Years Budgeted FY94	Dollars Budgeted** FY93 Total Budget	Dollars Budgeted** FY93 Special Populations	Dollars Budgeted** FY94 Total Budget	Dollars Budgeted** FY94 Special Populations	Change in Dollars Budgeted
LEWIS & CLARK COMMUNITY COLLEGE (Continued)							
Deaf Services	4.00	4.00	123,000	28,000	123,000		0
LINCOLN LAND COMMUNITY COLLEGE							
Displaced Homemakers	2.35	2.58	124,900		112,800		(12,100)
LLCC Eastside Service Center	0.40	0.40	7,900		12,000		4,100
LLCC Summer College for Kids	0.48	0.48	2,400		2,400		0
LLCC Trustee Tuition Waivers	0.00	0.00	16,300		22,000		5,700
LLCC/CILCO/Urban League Scholarships	0.00	0.00	6,600		3,600		(3,000)
Minority Transfer Center	1.60	1.60	50,000		52,000		2,000
Special Needs Program	2.00	2.00	77,800	54,300	89,000	60,600	11,200
LOGAN COLLEGE, JOHN A.							
Black Student Association	0.00	0.00	1,200	500	1,200		0
Disabled Student Services	0.00	1.00	11,500	11,500	18,400	18,400	6,900
Hearing Impaired Services	1.00	1.00	86,000		85,900		(100)
International Club	0.00	0.00	2,000		2,000		0
Minority Transfer Center	1.00	1.00	50,000		52,000		2,000
Single Parent/Homemaker	1.00	1.00	45,000		50,000		5,000
McHENRY COUNTY COLLEGE							
Adult Re-Entry	3.00	3.00	35,600		33,800		(1,800)
Special Needs	13.00	12.00	126,100	49,700	138,800		12,700
MORAINE VALLEY COMMUNITY COLLEGE							
African American History Month	0.00	0.25	5,000		5,000		0
Alliance of Latin American Students	0.25	0.25	100		100		0
Building Opportunity	1.00	1.00	52,800		50,000		(2,800)
Latin Cultural Awareness Mo.	0.00	0.25	5,000		5,000		0
Learning Development Support Services	2.25	2.25	74,700		93,100		18,400
Minority Student Transfer Center	2.00	2.00	100,000		110,700		10,700
Physically Handicapped Support Services	1.92	1.75	31,100		63,700		32,600
Returning Woman	0.25	0.25	6,100		6,500		400
Thurgood Marshall Education Scholarship	0.00	0.25	2,500		2,000		(500)
Thurgood Marshall Emergency Education	0.00	0.25	1,300		1,600		300

Table 24 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC INSTITUTIONS, FISCAL YEARS 1993 AND 1994*

Program	Staff Years Budgeted FY93	Staff Years Budgeted FY94	Dollars Budgeted** FY93 Total Budget	Dollars Budgeted** FY93 Special Populations	Dollars Budgeted** FY94 Total Budget	Dollars Budgeted** FY94 Special Populations	Change in Dollars Budgeted
MORTON COLLEGE							
Learning Disabilities/Special Populations	0.65	0.65	14,800	14,800	17,400	17,400	2,600
OAKTON COLLEGE							
ASSIST (Special Needs Students)	1.00	1.00	34,100	6,800	35,500		1,400
BNAT (Basic Nurse Assistant Training Program)	2.50	2.50	125,000		125,000		0
CO-OP	2.75	1.50	157,100		102,900		(54,200)
Family Literacy	0.00	0.60	0		17,000		17,000
High Risk Nursing Program	2.25	2.25	118,900		93,700		(25,200)
Open Door	1.00	1.20	31,700		35,800		4,100
SOS/Library Literacy	1.75	1.75	66,700		66,700		
STEPS (Services to Establish Patterns of Success)	3.00	3.50	166,100		0		(166,100)
Sunshine	2.33	3.80	75,000		165,000		90,000
PARKLAND COLLEGE							
Affirmative Action Office	1.00	1.00	46,700		49,800		3,100
Cultural Diversity Projects	0.00	0.00	0		9,500		9,500
Preparedness*** (Disadvantaged Students)	1.50	1.50	92,700	92,700	105,700		13,000
Sex Equity	0.00	0.07	34,000		34,000		0
Special Needs Assistance (SNAP)	0.00	0.40	50,000		35,900		(14,100)
Student Support/Handicapped Services	0.50	1.00	25,600		24,300		(1,300)
Transfer Center	0.00	1.00	0		62,000		62,000
Women's Program	0.62	0.50	28,600		29,600		1,000
PRAIRIE STATE COLLEGE							
Affirmative Action/Equal Opportunity	N/A	0.25	N/A		11,000		N/A
Computer Literacy for Special Populations	N/A	N/A	0		3,500	3,500	3,500
Disabled Student Services	N/A	0.30	30,000		40,000	25,000	10,000
Disadvantaged Students Tutoring	N/A	N/A	N/A		62,400	62,400	N/A
HECA Transfer Center	N/A	2.00	58,000		58,000		0
Office of Minority Student Affairs	3.00	1.00	104,700		48,800		(55,900)
Opportunities Program	0.00	5.00	0		63,600		63,600
Returning Woman's Program	0.00	N/A	900		1,100	1,100	200

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Table 24 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1993 AND 1994*

Program	Staff Years Budgeted FY93	Staff Years Budgeted FY94	Dollars Budgeted** FY93 Total Budget	Dollars Budgeted** FY93 Special Populations	Dollars Budgeted** FY94 Total Budget	Dollars Budgeted** FY94 Special Populations	Change in Dollars Budgeted
REND LAKE COLLEGE							
Affirmative Action Office	0.10	0.10	3,800		3,800		0
College Special Needs Counselor	0.30	0.30	9,200		9,200		0
Early School Leaver	2.00	2.00	69,200		71,700		2,500
HECA–Project First Class***	1.00	1.00	60,000		50,000		(10,000)
Sex Equity	0.50	0.50	35,000		35,000		0
Single Parent	0.50	0.50	50,000		50,000		0
Vocational Special Populations	1.00	1.00	54,000		57,000		3,000
RICHLAND COMMUNITY COLLEGE							
Black Student Association	0.00	0.00	900		900		0
College Futures***	1.00	1.00	68,000		60,000		(8,000)
Displaced Homemakers	1.25	1.25	57,800		57,800		0
Families in Transition	0.00	0.00	32,400		10,700		(21,700)
Options in Technology	1.00	0.00	30,000		0		(30,000)
Single Parents and Homemakers	1.75	1.75	52,000		50,000		(2,000)
Special Needs	1.00	1.25	35,000		35,600		600
Transfer Center	2.00	2.00	58,000		62,000		4,000
ROCK VALLEY COLLEGE							
Targeted Populations/Vo-Tech Programs	0.00	1.00	0		2,500		2,500
SANDBURG COLLEGE, CARL							
Galesburg Grow Your Own	0.00	0.30	0		14,750		14,750
SAUK VALLEY COMMUNITY COLLEGE							
Special Needs, Learning Disabled	0.50	0.50	17,800		17,800		0
Special Needs, Physically Disabled	0.50	0.50	18,700		18,700		0
SHAWNEE COMMUNITY COLLEGE							
Academic Opportunity	3.00	3.00	136,600		165,500		28,900
Affirmative Action	1.00	1.00	5,500		5,500		0
Carl Perkins Special Needs	1.00	1.00	32,900		39,900	7,400	7,000
Minority Transfer Center	2.00	2.00	40,000		40,000		0
Project Connect**	0.50	0.50	10,000		10,000		0

Table 24 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1993 AND 1994*

Program	Staff Years Budgeted FY93	Staff Years Budgeted FY94	Dollars Budgeted** FY93 Total Budget	Dollars Budgeted** FY93 Special Populations	Dollars Budgeted** FY94 Total Budget	Dollars Budgeted** FY94 Special Populations	Change in Dollars Budgeted
SHAWNEE COMMUNITY COLLEGE (Continued)							
Special Needs Assistance Program	0.00	1.00	0		41,200		41,200
SOUTH SUBURBAN COLLEGE OF COOK COUNTY							
Academic Assistance Center	3.00	N/A	282,300		280,000		(2,300)
ACT-SO Scholarships	0.00	0.00	12,800		12,800		0
Cultural Diversity	0.00	1.00	31,300	31,300	26,000		(5,300)
Minority Scholarships/Recognition	0.00	0.00	100		0		(100)
Opportunities	0.00	4.00	0		136,000		136,000
Psychology 121	7.50	10.00	21,600		25,400		3,800
Returning Adult Center	3.00	4.00	21,100		28,200		7,100
Special Needs	1.00	1.50	54,700		65,000		10,300
Student Support Services Grant	6.00	6.00	185,000	122,100	190,000		5,000
Talent Search	1.00	1.00	176,500		176,600		100
Transfer Center	1.00	1.00	89,800		72,900		(16,900)
SOUTHEASTERN ILLINOIS COLLEGE							
Developmental Studies	1.00	1.00	45,900		46,100		200
Single Parent/Homemaker Advancement Project	1.00	1.00	46,900		50,000		3,100
Special Needs (Perkins)	1.00	1.00	71,600		82,600		11,000
Special Needs Recruitment/Retention	1.00	1.00	49,800		51,000		1,200
SPOON RIVER COLLEGE							
Handicapped and Disadvantaged	1.00	1.00	46,100		62,800		16,700
In School Youth (JTPA) ***	1.00	1.00	57,700		68,200		10,500
Single Parents/Displaced Homemakers	1.00	1.00	52,000		55,000		3,000
Special Needs Assistance	1.00	1.00	40,000		46,500		6,500
Special Populations	2.00	2.00	37,700		35,900		(1,800)
STATE COMMUNITY COLLEGE OF EAST ST. LOUIS							
Minority Articulation Transfer	2.50	N/A	63,000		N/A		N/A
Student Support Services	0.00	N/A	0		N/A		N/A
Adult Education	7.50	N/A	135,700		N/A		N/A
Literacy	1.50	N/A	49,500		N/A		N/A

Table 24 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC INSTITUTIONS, FISCAL YEARS 1993 AND 1994*

Program	Staff Years Budgeted FY93	Staff Years Budgeted FY94	Dollars Budgeted** FY93 Total Budget	Dollars Budgeted** FY93 Special Populations	Dollars Budgeted** FY94 Total Budget	Dollars Budgeted** FY94 Special Populations	Change in Dollars Budgeted
TRITON COLLEGE							
Hispanic Student Organization	N/A	N/A	300		300		0
Minority Transfer (HECA)	3.00	3.00	166,100		186,100		20,000
Nuevos Horizontes	3.00	3.00	129,400		99,800		(29,600)
Project Advance	N/A	N/A	56,000	56,000	35,000	35,000	(21,000)
Psych Nursing	0.04	0.04	3,000		3,000		0
Spanish Literacy	1.00	1.00	13,500		13,500		0
Student Support Services	4.00	4.00	229,000		235,600		6,600
Talent Search	5.00	4.50	173,000		170,000		(3,000)
TRAC (Dislocated Workers Grant)	4.00	4.00	240,700		424,600		183,900
Upward Bound***	3.00	3.50	200,000		200,000		
WAUBONSEE COMMUNITY COLLEGE							
Disabled Students	8.00	8.00	318,100	6,500	259,100		(59,000)
Office Technology	12.25	12.00	318,300		335,500		17,200
Road to Success	1.50	1.50	17,800		19,500	1,200	1,700
Student Support Services	10.00	8.00	150,600	10,000	200,600	21,700	50,000
Transfer Center	2.75	1.75	60,000		60,000		
WOOD COMMUNITY COLLEGE, JOHN							
Supportive Learning Services	2.00	2.00	101,300		102,000		700

N/A Not Available

* Includes all programs that have a primary purpose to serve underrepresented students and that have a budget allocation from the institution for this purpose.

** Includes all funding sources, and for community colleges indicates funding received from special populations appropriations

*** Programs serving elementary and secondary students